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Thesis

REORGANIZATION OF ENGLISH IN THE JUNIOR  
HIGH SCHOOLS  
TO INCLUDE SUPPLEMENTARY UNITS OF WORK

Submitted by

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(A.B., Wellesley, 1922)

In partial fulfillment of requirements for  
the degree of Master of Education

1941

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## CHAPTER I

### INTRODUCTION

Problem set for thesis.-- The problem set for this study is the reorganization of the course of study in English to include supplementary units of work. Since all education today is based on planning a program that will meet the individual needs and differences of the pupils, the field of English must be reorganized to meet this need. The purpose of this thesis, therefore, is to show that the tentative solution of the problem is in the unit and unit assignment plan and to describe some of the adventures in supervising the making of units in the field of English.

Need for reorganization.-- Ways of living and thinking are changing so rapidly that the English department of the junior high schools must meet the challenge. Radio programs, motion pictures, magazines and newspapers, community forums, and up-to-the minute news broadcasts influence the thought of the boys and girls of junior high school age every day of their lives. Consequently, more than the teaching of mere forms of grammar and composition is necessary today. Good teachers of English are thinking of the needs of individual pupils and of ways of training boys and girls to observe carefully, to think critically, and to weigh evidence read and heard in such a way that they



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Need for reorganization. -- Days of living and obtaining are changing so rapidly that the English department of the junior high schools must meet the challenge. Radio programs, motion pictures, magazines and newspapers, constantly changing and the minute past broadcasts influence the mind of the boy and girl of junior high school age every day of their lives. Therefore, more than the teaching of new forms of grammar and composition is necessary today. Good teachers of English are thinking of the needs of individual pupils and of ways of training boys and girls to observe carefully, to think critically, and to weigh evidence seen and heard in such a way that they



can form their own opinions. The problem of an English program resolves itself about this point: How can we best teach our pupils today to speak and write accurately and convincingly, love good literature, select good books, motion pictures, and radio programs, and take their part successfully in their every-day social and civic activities. The old English curriculum concerned itself with grammar drills, formal compositions, and a definite list of classics which must be read each year. Although many teachers will agree in theory that this method of teaching is not meeting the present-day need of pupils, they are still clinging to the traditional method of teaching with only an occasional spurt of enthusiasm for a panel discussion or a unit that has been worked out by someone else. Alert English teachers, educational philosophers, and curriculum specialists have reached the conclusion that English taught apart from the every-day experiences of pupils has failed to meet the needs of practical every-day living. Therefore, since the general aim of the education today is to give each pupil the opportunity, through carefully selected experiences, to grow physically, mentally, morally, and socially so that he will function effectively as an individual and be able to take his place in and contribute to society as a whole, it is necessary to reorganize and build an English program that will help to do this more effectively.

The philosophy of education underlying the reorganization



can form their own opinions. The problem of an English program resolves itself about this point: How can we best teach our pupils today to speak and write accurately and convincingly, love good literature, select good books, motion pictures, and radio programs, and take their part intelligently in their everyday social and civic activities. The old English curriculum concerned itself with grammar drills, formal compositions, and a definite list of literature which must be read each year. Although many teachers will agree in theory that this method of teaching is not meeting the present-day needs of pupils, they are still clinging to the traditional method of dealing with only an occasional story or character for a period of time. It is true that there have been some changes in the English curriculum, educational methods, and writing materials, but these have reached the conclusion that English should be taught from the everyday experiences of pupils and tried to meet the needs of practical everyday living. Therefore, since the general aim of the education today is to give each pupil the opportunity through carefully selected experiences to grow physically, mentally, morally, and socially so that he will become effective as an individual and be able to take his place in and contribute to society as a whole, it is necessary to recognize and build an English program that will help to do this more effectively.

The philosophy of education underlying the reorganization



of the English curriculum.-- If there has been no definite thought about it, a committee should be appointed to phrase the department's philosophy. This procedure will cause wholesome thought and discussions on the newer psychology of English study. The results of the latest study can be brought to the attention of the committee and adopted for their own if they are in agreement with them. For instance, the necessity of a functional program is so strongly brought out in "An Experience Curriculum in English," a pattern curriculum, published by the National Council of Teachers of English, in 1935, that no committee of teachers could fail to see the soundness of the philosophy, at least to some extent. This report states the following basic principles on which a curriculum in English should be based:<sup>1/</sup>

1. The ideal curriculum consists of well-selected experiences. In other words, the interests of the boys and girls should be built into a program in such a way that school room activities carry over into their everyday life.
2. The program of experiences must be well balanced. Since there are five major phases of English, experiences must be in all five phases: Literature, Reading, Creative Expression (Oral and written work), and Corrective Work. Each major phase is divided into "experience strands." In oral composition, for instance, the strands would be Telling Stories, Telephoning, etc. At least one strand in each major field is necessary to have a well-balanced program. "The units of this experience curriculum -

<sup>1/</sup>National Council of Teachers of English, An Experience Curriculum in English, D. Appleton Century Company, New York, 1935, pp. 3-9.



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 of English, at least to some extent. This is not to say that the  
 English curriculum is not a subject in which there is

1. The local curriculum of English in the high school is  
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National Council of Teachers of English, in English Curriculum  
 in English, D. Appleton Century Company, New York, 1931.



the beads or links of which the strands are composed center upon specific types of experience. They consist, not of single lessons, but of several experiences of practically identical nature, so organized and guided as to leave the pupils able to meet further similar experiences satisfactorily." 1/

3. The program of experiences must be orderly. The experiences must be arranged in "a carefully graded order of social and intellectual difficulty."
4. Experiences must be adapted to the needs and capacities of individual learners.

Added to these basic principles, today in making the course of study in English, educators believe one must not only consider the individual child but his relationship to his environment - the society of which he is a part and to which he must adapt himself if he is to make any worthwhile contribution to its life. Out of this new thought has grown the idea of "general education," skills, and understandings and attitudes that will help him function, not only as an individual, but as one who will benefit society in general. The Progressive Education Association in its recent publication Reorganizing Secondary School Education gives four areas of need classified "in terms of human relationships; immediate social relationships of race, creed, state, nation, or the world at large; economic relationships, including those of both consumer and producer, and the area of personal living." 2/ In other words, the aims of general education are concerned with

1/ Nat'l Council of Tchrs. of Eng., An Experience Curriculum in English, D. Appleton-Century, Co., N.Y., 1935, Pref. pp. vi-vii.

2/ Progressive Education Assoc. Commission on the Curriculum, V. T. Thayer, Chairman, Reorganizing Secondary Education - D. Appleton-Century Co., 1939.







orientation in the following areas of human experience: self-realization (personal living), human relationship (home, family, social life), economic efficiency (vocation), civic responsibility (community, state, nation, world).

Relationship of English to General Education.-- What part does English play in this four-fold program of education? Dora V. Smith in her article on General Education and the Teaching of English makes this quite clear.<sup>1/</sup> In educating for self-realization, English classes should develop in the pupil the ability to use the English language to communicate ideas, to speak and write effectively in the social and business world, to enrich personality by reading, and to read effectively those types of materials which the daily experiences of life present. The teaching of English should foster ideals and an understanding of human life; it should promote an ability to choose between good and poor poems, books, and plays; it should create standards by which current periodicals, radio programs, and motion pictures may be judged. Through literary experiences, English should contribute to a better understanding of home and family problems as well as to wider social relationships of nation and world. In short, English should give experiences which will help the pupil understand himself and others. Today the social point of view should be emphasized more than ever before, since

<sup>1/</sup>Dora V. Smith, "General Education and the Teaching of English," English Journal, November, 1940, pp. 707-719.



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point of view should be emphasized more than ever before, since



the most critical problem that the world faces today is human relationships. The English teacher through literature can do much in this field to assume responsibility for attitudes and ideals. Consequently, an English teacher should evaluate literature in terms of social criteria as well as in terms of literary qualities.

Tentative Solution in the Unit Plan.-- With all these recent formulations of educational philosophy and aims of English in mind, how then can the English program be made a part of the total process of living and not a partial process valuable in and for itself? The concept of learning that seems to offer a possibility of meeting the present-day needs in English is the Unit Plan. Since educators everywhere have been conscious for a long time of the wide differences in individual abilities, interests, aims, and every day social and civic needs of the pupils, they have attempted to solve the problem through new procedures and methods. Among these are the well-known Morrison Plan, Dalton Plan, Winnetka Technique, Miller Plan, Project Method, and Problem Method.

Forerunners of the Unit Plan.-- A study made during the recent National Survey of Secondary Education showed great similarity of procedure in that each method resolved itself into four teaching steps, namely (1) introduction; (2) individual work or laboratory period; (3) period of class discussion,



one more critical problem that the world faces today is human  
relations. The United Nations through its various organs do  
much to bring to human responsibility for relations and  
peace. Consequently, the United Nations should consider its  
activities in terms of social relations as well as in terms of its  
policy objectives.

Humanity's challenge to the world today -- The world today  
faces a series of educational problems. The world of today  
is facing, how then, the United Nations should consider its  
social process of living and not a goal. The world is  
and for itself. The concept of human relations should be  
possibility of meeting the needs of the world. This is the  
this plan. Since education is the key to human progress,  
a long list of the wide differences in educational systems,  
interests, views, and values, the United Nations should  
initiate, that the United Nations should give the greatest  
priority to education. Again, these are the main objectives of  
the United Nations. Human relations should be the main focus of  
the United Nations.

For members of the United Nations -- A series of  
educational objectives of the United Nations should be  
identified of procedures in each field which should be  
four working steps, namely: (1) Identification; (2) Development  
work on identifying needs; (3) Method of class discussion.



and (4) testing period.<sup>1/</sup> It is believed that this basic technique, underlying all modern plans, may be adapted to the peculiar needs of many situations and provide for a wide range of abilities, interests, and everyday and future social needs among pupils. It is with this belief in the need, usefulness, and adaptability of the method that this thesis will attempt to present units and unit assignments in the reorganization of the course of study in English.

<sup>1/</sup> Roy O. Billett, Provisions for Individual Differences, Marking, and Promotion, Bulletin, 1932, National Survey of Secondary Education, No. 17, Monograph No. 13, United States Department of the Interior, Office of Education, United States Government Printing Office, 1933, Part II, pp. 227-356.



and (a) testing section. It is believed that this basic technique, underlying all modern science, was developed to the peculiar needs of many scientists and provides for a wide range of activities, interests, and endeavors, and through social needs among pupils. It is with this belief in the need, usefulness, and adaptability of the method that this series of attempts to present units and unit assignments in the organization of the course of study in English.

ROY O. ALBERT, President of the National Association of Secondary Education, No. 17, Montross Drive, N.E., Washington, D.C. 20002, U.S.A.  
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State Government Printing Office, 1934, 2nd St., N.W., Wash., D.C. 20540



## CHAPTER II

### FIRST STEPS IN THE REORGANIZATION OF ENGLISH IN THE NEWTON JUNIOR HIGH SCHOOLS

After the study and discussion of the need for reorganization and a possible solution of that need in the unit plan, as suggested in the first pages of this thesis, twenty-eight junior high school English teachers of Newton, under the direction of the writer, the chairman of English in the Newton Junior High Schools, began the work of reorganization. In a department of this type where units of work have not been previously made, the first few years of work include teacher education. One of the first things the chairman did was to issue the following bulletin explaining various terms used in making a course of study. The chairman was careful at first to go from the known to the unknown and emphasize reorganization of the course of study rather than the adoption of the unit plan. Teachers were interested in making a course of study, but making units seemed to them a difficult and impossible task. These terms were discussed at English meetings, but each English teacher was given a copy for her note book.

A Course of Study in English should include the following:

- I. Educational philosophy of the junior high schools. (Ex. The aim of education in the junior high school should be to enable pupils to adjust themselves to the world they live in and



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A Course of Study in English schools includes the following:

- I. Educational philosophy of the junior high schools. (ix.)  
The aim of education in the junior high school should be to en-  
able pupils to adjust themselves to the world they live in and



to make the world a better place in which to live.)

II. General aims and objectives. An objective is the purpose toward which anything is directed. Objectives are stated in terms of abilities. (Ex. The ability to read silently and to understand what one reads is a major objective of junior high school English.)

III. Principles underlying the course of study. (Ex. The immediate need and interests of the child should be the leading determinant for the selection of subject matter. English should, therefore, be functional.)

IV. Suggested Activities. An activity is an experience which results in a pupil's growth and development. Activities should have careful grade placement and should consider the mental abilities of the group for which they are planned. (Ex. Letter writing.)

V. Time Allotment. (The apportionment of time given to each phase of the English work - oral expression, written expression, grammar, and literature.)

VI. Unit of work based on life situations.

Ex. Unit 1. Conversation.

Teaching Unit A.-Telling Stories to Little Children or Anecdotes to Classmates

Teaching Unit B.-(Explaining School Policies or Exhibits.)

1. Approach

2. Method of procedure

VII. Teaching Helps.

VIII. References.

IX. Outcomes of education are the habits and skills, understandings and attitudes. (First, pupils should have certain habits and skills, such as using an end mark at the end of every sentence and skill in expressing thoughts clearly. Secondly, pupils should possess understandings. For example, they should know how to use fields of knowledge in solving problems. Thirdly, pupils should have attitudes toward the various phases of their life, these attitudes having been developed by their experiences with the material studied.)

X. Tests.



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III. Principles underlying the course of study. (Ex. The immediate need and interest of the child should be the leading consideration for the selection of subject matter. English should, therefore, be functional.)

IV. Integrated activities. An activity is an organized action results in a pupil's growth and development. Each child should have careful trade placement and should consider the needs and titles of the group for which they are planned. (Ex. Letter writing.)

V. Time Allocation. The appropriate amount of time given to each phase of the English work - oral expression, written expression, grammar, and literature.)

VI. Unit of work based on life situations.  
Ex. Unit I. Conversation.  
Teaching Unit A - telling stories to friends  
Children on weekends to  
classmates  
Teaching Unit B - explaining school policies  
of English.

1. Approach  
2. Method of procedure

VII. Technical Skills.

VIII. References.

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X. Tests.



The second step was to appoint Course of Study Committees, made up of representatives from each grade, who would make a list of the objectives and materials to be included in each year's work. While this work went on in all three grades, emphasis was placed first on reorganization in grade 7. There the Course of Study Committee, made up of one grade 7 teacher from each of the four junior high schools, appointed sub-committees to make out objectives and designate the content for each of the following phases of work: written composition, oral composition, sentence study, and word study. The findings of these committees were passed to a Unit Committee who decided that the materials should be divided into the following five units of oral composition and five of written composition:

#### Grade VII

##### Oral Composition

Unit I - Conversation	Miss A
Unit II - Your Speech	Miss B
Unit III- Reading Aloud	Miss C
Unit IV - Making Reports from Notes, Outlines and from Memory	Miss D
Unit V - Creative Expression	Miss E

##### Written Composition

Unit I - Writing for the school paper	Mrs. F
Unit II - Writing Letters	Mrs. G
Unit III- Creative Expression	Miss H
Unit IV - Writing Minutes of Meetings	Mrs. I

The third step was to give the teachers in bulletin form, followed by discussions at English meetings, the result of the chairman's research and study of the unit plan. The following explanation of the plan as it was first known and a specimen



The second step was to appoint Committee of Study.

Made up of representatives from each grade, who would make a list of the objectives and materials to be included in each year's work. While this work went on in all three grades, the chairman was placed first on organization in grade V. Then the Committee of Study Committee, made up of one grade V teacher from each of the four Junior High schools, appointed sub-committees to make out objectives and designate the content for each of the following phases of work: written composition, oral composition, sentence study, and word study. The findings of these committees were passed to a Unit Committee who decided that the material should be divided into the following five units of composition and five of written composition:

### Grade VII

#### Oral Composition

- Unit I - Conversation
- Unit II - Free Speech
- Unit III - Reading Aloud
- Unit IV - Making Reports from Notes, Outlines and from Memory
- Unit V - Creative Expression

#### Written Composition

- Unit I - Writing for the school paper
- Unit II - Writing letters
- Unit III - Creative Expression
- Unit IV - Writing Minutes or Resolutions

The third step was to give the teachers in English four followed by discussions at English meetings. The result of the chairman's research and study of the unit plan. The following explanation of the plan as it was first known and a specimen



copy of a unit in English were given to each teacher as a guide to her own making of units.

## SUGGESTIONS FOR WRITING UNITS IN THE FIELD OF ENGLISH

### I. Definition of a Unit.<sup>1/</sup>

A Unit has been defined as a learning experience consisting of a number of related activities arising from and fulfilling an individual or social need recognized by the learner. (It is not an aggregate of subject matter to be learned; subject matter, rather, is utilized only as it contributes to the meaningfulness of the total learning experience.) In other words, a unit is a body of subject matter, every item of which is related to a central core of thought.

### II. Characteristics of a Unit.

1. It recognizes immediate needs and interests of the pupils.
2. It possesses social significance.
3. It has unity, as it is organized around a central interest.
4. It is comprehensive, as it utilizes a desirable and natural fusion of the various subject fields.
5. It has continuity in that it relates to the preceding and following units.
6. It involves reading materials and learning activities suited to the varied maturity and capacity of pupils.
7. It makes the classroom a laboratory for constructive work rather than a mere place to recite.
8. It stimulates progress in those phases of the tool subjects which are a natural part of it.
9. It offers opportunities for pupil participation in planning, executing, and evaluating the work of the unit.
10. It improves the pupil-teacher relationship by making the teacher a co-adventurer with the pupil.
11. It equips the pupil with concepts, generalization, or techniques which may be applied to other situations.

### III. Steps in Making Units of Work in English.

- A. Selection and organization of subject matter. (This is the part of the program which we have just finished making the course of study outlines for Grade VII and VIII.)
- B. Selection and organization of the units that are most important for the pupils and most suitable to the ability of the pupils.

<sup>1/</sup>T.M. Riley, "The Nature of the Unit of Learning," California Journal of Secondary Education, October, 1935.



copy of a unit in English were given to each teacher as a guide  
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  1. It recognizes immediate needs and interests of the pupils.
  2. It possesses social significance.
  3. It has unity, as it is organized around a central idea or end.
  4. It is comprehensive, as it utilizes a learning experience in its total pattern of the various subject fields.
  5. It has continuity in that it relates to the previous and following units.
  6. It involves learning materials and learning experiences related to the varied activity and interests of pupils.
  7. It makes the classroom a laboratory for social activities.
  8. It stimulates progress in social growth of the pupils.
  9. It offers opportunities for pupil participation in planning, executing, and evaluating the work of the unit.
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  11. It equips the pupils with concepts, facts, and techniques which may be applied to other situations.
- III. Steps in Writing Units of Work in English.
  - A. Selection and organization of subject matter. (This is the part of the program which we have just discussed in the course of study outlined for Grade VII and VIII.)
  - B. Selection and organization of the units and the materials for the pupils and the activities of the pupils.



C. How to make a unit.

1. Name the theme which is to control the unit.
2. Write out the specific objectives. (Purpose of the unit.)
3. Determine the elements of the unit. These elements should include what pupils should acquire as a result of their study and what should lead to the comprehension of the unit as a whole. Someone has suggested that it is the route to be traveled in order to attain the learning objective, or the destination.
4. Write out the suggested approaches for initiating interest in the unit.
5. Select and organize the activities (an experience which results in the pupil's growth and development - exploration questions and exercises) through which the theme may be developed.
6. Decide upon possible teaching unit captions which will indicate natural or interesting ways of breaking up the outline for teaching purposes.
7. Suggest a few culminating activities from which the teacher might select one for use with the group for re-assembling the materials after they have been studied separately.
8. List the outcomes which you consider essential.
9. Make out informal tests or suggestions for evaluating the work of pupils.
10. Make a list of text book accounts and supplementary references giving material on the unit.

A wide variety of activities gives opportunity for individual differences in interest and abilities. <sup>1/</sup>

1. ORIENTATION ACTIVITIES give the pupil an insight into the problem which he is to solve and also help him to check the amount of information which he brings to the problem. Morrison calls this an "exploration period" and states that it serves three purposes:
  - a. Recalls to pupils previously gained experiences and knowledge pertinent to the understanding of the unit.
  - b. Serves as an inventory and diagnostic measure of the student's intellectual background.
  - c. Incites interest and raises problems.
2. RESEARCH ACTIVITIES give the pupil an opportunity to go back into the sources of information and in contact with them, gain an understanding of the problem which he is to solve.



- C. How to make a unit.
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  3. Determine the elements of the unit. These elements should include what pupils should acquire as a result of their study and what should lead to the acquisition of the unit as a whole. Success has suggested that it is the route to be traveled in order to attain the learning objective, or the destination.
  4. Write out the suggested objectives for installing interest in the unit.
  5. Select and organize the activities (an experience) which results in the pupil's growth and development - exploratory questions and exercises through which the theme may be developed.
  6. Decide upon possible teaching unit objectives which will indicate natural or interesting ways of breaking up the outline for teaching purposes.
  7. Suggest a few culminating activities from which the teacher might select one to use with the group for re-assembling the materials after they have been studied separately.
  8. List the outcomes which you consider essential.
  9. Make out informal tests or suggestions for evaluating the work of pupils.
  10. Make a list of text book accounts and other necessary references giving material on the unit.

A wide variety of activities given opportunity for individual differences in interest and abilities.

1. ORIENTATION ACTIVITIES give the pupil an insight into the problem which he is to solve and also help him to grasp the amount of information which he brings to the problem. It is called this an "exploration period" and states that it serves three purposes:
  - a. Recalls to pupils previously gained experiences and knowledge pertinent to the understanding of the unit.
  - b. Serves as an inventory and diagnostic measure of the student's intellectual background.
  - c. Incites interest and raises problems.
2. RESEARCH ACTIVITIES give the pupil an opportunity to go back into the sources of information and in contact with them gain an understanding of the problem which he is to solve.

V. Source of Study Material, Grade 6, Language, Unit.



3. GROUP DISCUSSION ACTIVITIES provide an opportunity for an exchange of ideas, interests, and experiences. Individual and committee reports give the pupil an opportunity to express his own ideas and to weigh the ideas of others in the light of facts which he has acquired.
4. PRACTICE OR SKILL ACTIVITIES give the pupil an opportunity to perfect his knowledge, evaluate his "findings," and plan his subsequent course of action. Here is an opportunity to make use of tests in order to determine the progress of the pupil in his study. By this procedure he is able to see the inter-relationships of the facts developed in the orientation, research, and discussion periods. He may summarize his "findings" either in oral or written form. This type of activity is the crystalizing factor in the development of the unit.
5. CONSTRUCTION AND ORIGINAL CREATIVE ACTIVITIES provide the pupil with the opportunity for self-expression and initiative which is more or less self-directed.

D. Specimen Unit.

THE TREASURE CHEST: OUR LITERARY HERITAGE<sup>1</sup>

Time: 13 periods

I. OBJECTIVES

- A. To read and enjoy narratives treasured in our literature
- B. To know some of our legends and traditions
- C. To appreciate the influence of an ideal and the value of friendship
- D. To develop an interest in reading fiction and poetry that tells of the people of earlier days in this country

II. ELEMENTS OF THIS UNIT

- A. The Great Stone Face, E. and K., Bk 1, p. 397; Bolenius Bk 1, p. 515
- B. The Legend of Sleepy Hollow, E. and K., Bk 1, p. 419; Bolenius Bk 1, p. 470
- C. The Courtship of Miles Standish, E. and K., Bk 1, p. 355

III. PROCEDURE - ACTIVITIES

Teaching Unit A. The Great Stone Face

A. Suggested Approaches

1. A mother's story to her son reveals the following facts:
  - a. How four personages were welcomed as fulfillment of the prophecy

<sup>1</sup>/Lakewood, Ohio, Course of Study in English - Grade 7



1. The Commission on the Status of Women, established in 1946, was the first of its kind. It was created by the United Nations to promote gender equality and to coordinate the work of the various organizations concerned with the status of women. The Commission has since held numerous sessions and has produced many reports and recommendations.

2. The Commission on the Status of Women has been instrumental in the development of international law and policy regarding women's rights. It has played a key role in the adoption of the Universal Declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), and the Beijing Declaration and Platform for Action. The Commission continues to monitor the implementation of these instruments and to provide technical assistance to member states.

3. The Commission on the Status of Women has also been a leading voice in the promotion of women's participation in decision-making at all levels. It has advocated for the appointment of women to positions of leadership and for the inclusion of women's perspectives in the development of public policy.

4. The Commission on the Status of Women has been a pioneer in the use of research and statistics to monitor progress in the field of women's rights. It has established a system of indicators and has commissioned numerous studies on the status of women in various countries.

5. The Commission on the Status of Women has been a leading force in the promotion of women's economic empowerment. It has advocated for the elimination of discrimination against women in the workplace and for the provision of equal opportunities for women in education and training.

6. The Commission on the Status of Women has been a leading voice in the promotion of women's reproductive rights. It has advocated for the provision of family planning services and for the elimination of discrimination against women on the basis of their reproductive choices. The Commission has also been instrumental in the development of international law and policy regarding women's reproductive rights.

7. The Commission on the Status of Women has been a leading force in the promotion of women's political participation. It has advocated for the appointment of women to positions of leadership and for the inclusion of women's perspectives in the development of public policy. The Commission has also been instrumental in the development of international law and policy regarding women's political participation.

8. The Commission on the Status of Women has been a leading voice in the promotion of women's social and cultural rights. It has advocated for the elimination of discrimination against women on the basis of their social and cultural status and for the provision of equal opportunities for women in education and training. The Commission has also been instrumental in the development of international law and policy regarding women's social and cultural rights.

9. The Commission on the Status of Women has been a leading force in the promotion of women's economic empowerment. It has advocated for the elimination of discrimination against women in the workplace and for the provision of equal opportunities for women in education and training. The Commission has also been instrumental in the development of international law and policy regarding women's economic empowerment.



- b. How each of these failed
- c. How the noble ideal expressed in the story enriched the life of Ernest
- d. How in time Ernest came to fulfill the prophecy
- 2. Locate the scene of the story
- 3. Use pictures from the library collection suitable to the period of the story
- 4. Pupils may tell legends that belong to their families or to communities with which they are familiar
- 5. Read Sir Walter Scott's "Breathes There a Man." Bolenius, Bk 1, p. 433.

#### B. Activities

- 1. Orienting and research activities
  - a. Collect pictures which may help pupils to have a better understanding of the narrative.
  - b. Collect post-card views of the scene of the story. Show slides from the "600 set."
  - c. Refer to pictures in Elson and Keck, p. 403.
  - d. Give an overview of the ~~incident~~ about which the story was written.
  - e. Teacher or members of the class may have visited the place. They may tell of their view of the Old Man of the Mountain. Pupils may retell the experience of such a visit which friends or relatives may have held.
  - f. Conversation pertinent to preparation for outstanding event in school, the home, the church, the community.
- 2. Group activities
  - a. What is a prophecy? Recall some well known prophecies.
  - b. Give character interpretations. Read aloud passages which tell character traits.
  - c. Give floor talks, the speaker to be the character whom he is portraying: Ernest, Old Blood and Thunder, Old Stony Phiz, Mr. Gathergold, the poet.
  - d. Make a list of character traits of people whom the pupils know as comparable to those of the characters in the story.
  - e. Pupils imagine themselves to be aspirants for the honor of being proclaimed the hero and respond to the welcome. Class discuss.
  - f. The teacher may read aloud parts of the story which will emphasize certain character traits or the attitude of the people.
  - g. With the symbol "character" or "Ernest" as the hub, write in elements of character as found in Ernest, for the spokes. Other devices may be used to show the strength of many good qualities.



1. How each of these failed
2. How the noble ideal expressed in the story enriched the life of America
3. How in this respect came to fulfill the prophecy
4. Locate the scene of the story
5. Use pictures from the library collection available to the period of the story
6. Pupils may tell legends that belong to their families or to communities with which they are familiar
7. Read Sir Walter Scott's "Breathless there a man."
8. Holmes, H. J. p. 433.

#### B. Activities

1. Orienting and research activities
  - a. Collect pictures which may help pupils to have a better understanding of the material.
  - b. Collect post-card views of the scene of the story.
  - c. Show slides from the "SCC set."
  - d. Refer to pictures in Elson and Hark, p. 433.
  - e. Give an overview of the material shown with the story was written.
2. Reading or members of the class may have visited the place. They may tell of their view of the scene of the story. Pupils may tell the legends of such a visit which friends or relatives may have told.
3. Comparison pertinent to preparation for comparison: the event in school, the home, the church, the community.
4. Group activities
  - a. What is a prophecy? Recall some well known prophecies.
  - b. Give character-investigations. Read about Jesus and which tell character traits.
  - c. Give floor talks. The speaker to be the character whom he is portraying. Jesus, the first and last. Get old story told, or, perhaps, the best.
  - d. Select a list of character traits of pupils who the pupils know as sympathetic to those of the character in the story.
  - e. Pupils imagine themselves to be witnesses for the scene of being proclaimed the story and respond to the volume. Class discuss.
  - f. The teacher may read some parts of the story which will emphasize certain character traits or the attitude of the people.
  - g. With the symbol "character" or "person" as the key, write in elements of character as found in Jesus, for the speaker. Other devices may be used to show the strength of many good qualities.



h. Develop the following words:

foretold	vista	splendid edifice
harbinger	endowments	majestic playfulness
surmounted	imbibed	gigantic visage
beneficence	vesture	Titanic visage
realities	niche	grand natural phenomena
ignoble	hoary	populous village

harmonized  
 potentates  
 vociferous  
 obscure  
 physiognomy  
 reverberating

Where the standard of achievement of the class is high, all of these activities may be carried on. In the other classes a minimum of two may be developed.

3. Practice activities

- a. Dialogue: Choose a partner and prepare to give a short scene from story.
- b. Two pupils engage in conversation before the class in such a way as to portray the character of one of the people in the story. (Other pupils may guess the character.)
- c. Dramatize in pantomime certain parts of the story such as the crowd, or Ernest in various ways and moods.

4. Construction activities

- a. Make a frieze of the characters either with crayon or cut paper.
- b. Make picture maps of the locality: the Cape Cod type of map popular today.
- c. Pen, crayon, or pencil sketches of incidents in the story may be made.
- d. Display all work prepared by the class.

Where the standard of achievement in the class is low, construction activities may be omitted.

5. Original activities

- a. If the pupils have read other of Hawthorne's stories, compare them with this one.
- b. Find sentences which bring out the differences in character in the men.
- c. Account for the development of Ernest's character. Select the sentence which gives Hawthorne's reason for writing this story.



Develop the following words:

forebode	visit	glorious edifice
hardship	embowment	majestic glassiness
summarized	imposed	gigantic village
sanctified	vastness	luminous village
resplendent	riches	grand ornamental phenomenon
lamblike	lovely	regalities village

harmonized  
harmonized  
vociferous  
occure  
physiognomy  
never-ending

where the standard of achievement is high.  
All of these activities may be carried on in the other  
classes a minimum of two may be developed.

Practice activities

1. Dialogue: Give a partner and try to give a short scene from story.
2. Two pupils engage in conversation about the story in such a way as to point out the character of the people in the story. (Other pupils may join the conversation.)
3. Exposition in pantomime or drama: Give of the story as the events of time in various scenes and places.

Construction activities

1. Make a list of the characters in the story with a description of each.
  2. Make picture maps of the locality. The same type of map popular today.
  3. Plan, design or paint a scene of incidents in the story.
  4. Display all work prepared in the class.
- where the standard of achievement in the class is low.  
Construction activities may be omitted.

Original activities

1. If the pupils have read story of Hansel and Gretel, compare them with this one.
2. Find sentences which bring out the differences in character in the two.
3. Account for the development of Hansel's character. Select the sentence which gives Hansel's reason for writing this story.



#### IV. INFORMAL TESTS TO MEASURE CERTAIN OUTCOMES

This type of narrative loses its value if the teacher becomes a preacher of character. The pupil must see for himself what the story teaches. His appreciation of the story should lie in the understanding of certain facts.

##### MULTIPLE CHOICE TEST - No. 1

Directions: Underscore the word or phrase in each question which you think correct.

1. The Great Stone Face was written by...Longfellow...  
Hawthorne...Poe.
2. The Old Man of the Mountain is located in...the White Mountains of New Hampshire...The Green Mountains of Vermont...  
the Catskill Mountains of New York.
3. The story as the author tells it is one which...merely entertains...instructs the reader in the geography of the East...purposes to show the development of character.
4. Old Stony Phiz was...a minister...an army man...a politician.
5. Old Blood and Thunder was...a commander...a shopkeeper...a doctor.
6. Gathergold was...a teacher...a merchant...a banker.
7. The people of the valley never suspected that Ernest was the fulfillment of the prophecy because...he was not a doctor...he never tried to place himself in the foreground...he had no education.
8. The reason why Ernest came to be the fulfillment of the prophecy was that...he strove every day to become more like his ideal...he worked in the valley...he was like his mother.
9. The story aims at a single effect...to entertain...to teach an ideal...to show the author's skill.
10. People or events may have great influence upon your life because...they may help you to shape or mold your life into their likeness...you feel proud of them...you tell others about them.

##### VOCABULARY TEST - No. 2

Directions: Draw a line under the word which means the same as the numbered word.

1. foretell.....prophecy.....forfeit
2. vista.....view.....day
3. endowment.....object.....gift
4. harbinger.....goal.....herald
5. surmounted.....ability.....overcome
6. irresistible.....strong.....weak
7. beneficence.....bad.....kindliness
8. vesture.....raiment.....weather
9. reverberating.....rotate.....resound
10. realities.....understanding.....truths



IV. LITERARY TESTS TO MEASURE DEGREE OUTCOMES  
This type of narrative tests the value of the literary de-  
gree a teacher of character. The pupil must see for himself  
that the story teaches. His appreciation of the story should  
be in the understanding of certain facts.  
WHITING (1917) - No. 1  
Directions: Students are asked to answer in each question  
which you think correct.

1. The first scene takes place in a...  
New York...  
2. The first scene of the play is...  
taken at the...  
3. The first scene of the play is...  
taken at the...  
4. The first scene of the play is...  
taken at the...  
5. The first scene of the play is...  
taken at the...  
6. The first scene of the play is...  
taken at the...  
7. The first scene of the play is...  
taken at the...  
8. The first scene of the play is...  
taken at the...  
9. The first scene of the play is...  
taken at the...  
10. The first scene of the play is...  
taken at the...

Directions: Write a line under each question  
which you think correct.

1. The first scene of the play is...  
taken at the...  
2. The first scene of the play is...  
taken at the...  
3. The first scene of the play is...  
taken at the...  
4. The first scene of the play is...  
taken at the...  
5. The first scene of the play is...  
taken at the...  
6. The first scene of the play is...  
taken at the...  
7. The first scene of the play is...  
taken at the...  
8. The first scene of the play is...  
taken at the...  
9. The first scene of the play is...  
taken at the...  
10. The first scene of the play is...  
taken at the...



11. consigned.....disagree.....allot
12. harmonize.....go hand-in-hand.....defy
13. physiognomy.....countenance.....destruction
14. niche.....space.....recess
15. obscure.....small.....hidden
16. ignoble.....shameful.....dim
17. diffused.....collected.....spread about
18. potentates.....lords.....servants
19. hoary.....white.....sallow
20. vociferous.....involuntary.....loud

### Where to find Activities

Although the best activities are the original ones made by the teacher or suggested by the pupils in class, the following study may help the teacher:

1. Look up suggested activities in recent text books.
2. Look up suggested activities in other courses of study, especially the New York Syllabus and Baltimore Course of Study.
3. Find out from other teachers their most successful activities for teaching oral and written composition.
4. Look through the new workbooks for suggested activities.
5. Look through educational publications, such as
  - \*a. The English Journal
  - \*b. Journal of Education
  - c. Junior-Senior High School Clearing House
  - d. Educational Method
  - e. The Education Digest
  - f. The School Review

\* These two publications are especially helpful.

The ten grade 7 teachers who were selected to make the units were allowed three months to complete the work. These attempts were passed to the Unit Committee and chairman, who returned them with constructive suggestions for improvements and revisions. The first attempt was rather discouraging because the units were incomplete and lacked worthwhile activities. However, when the units were returned to the Unit Committee the second time, although they did not show much improvement in many







cases, the committee decided to have the best ones mimeographed and tried out in the classroom. Each teacher was asked to evaluate the unit and suggest improvements at the close of the study. One teacher, who had not been asked to make a unit, volunteered to make one for the radio. This showed an interest that was encouraging to other teachers.

Although incomplete in most cases, and far from perfect, these units were a step in the right direction away from the traditional type of teaching and toward an experience curriculum and an attempt to meet individual needs.

The units were compiled and introduced by an explanation that "This tentative course of study based on units of work is published for the help and guidance of teachers of English in the junior high schools of Newton. It is loose-leaf in form so that pages or units of work may be added, discarded, or taken out for desk use as needed. As theories, teaching methods, and techniques in modern education change rapidly, a course of study is designed to include gradually units of work as they are made by teachers in the system. The units will be tested out in the classroom, criticized, and revised until they meet the need of the pupils."

The following "Preface," made by the Course of Study Committee, was also included:



cases, the committee decided to have the next case immediately  
and tried out in the classroom. Each teacher was asked to eval-  
uate the unit and suggest improvements at the close of the  
study. One teacher, who had not been asked to make a unit,  
volunteered to make one for the public. This showed an interest  
that was encouraging to other teachers.

Although looking into what cases, and how from previous  
cases, there were a way in the right direction away from the  
traditional type of teaching and toward an experience curricula-  
ture and an attempt to meet individual needs.

The units were compiled and introduced by an explanation  
that "This tentative course is based on what is known to work in  
published for the help and guidance of teachers of English in  
the junior high schools of New York. It is intended to be used  
as that paper or unit of work may be desired, altered, or  
taken out for use as needed. As the work is being studied,

and techniques in modern education change rapidly, a course of  
study is designed to develop gradually with the times. Changes  
are made by teachers in the system. The units will be tested  
out in the classroom, criticized, and revised until they meet  
the best of the pupils."

The following "Outline," and of the course of study con-

sidered, was also included:



## PREFACE

Certain principles of modern education have been considered in making the present course of study in English; namely that -

1. The pupil's immediate and future needs and interest should be the leading determinant for the selection of subject matter.
2. Methods should be objective as far as possible.
3. Pupils should be classified in groups according to their reading ability, general intelligence, and teacher judgment.
4. Slow learners demand a technique of instruction which is simple, definite, and clear, and one which eliminates all unnecessary technicalities.
5. Teachers should give every pupil the work that challenges his best efforts, irrespective of ability grouping. In other words, individual differences and needs of the pupils should be considered in all classroom procedures where it is at all possible.
6. Greater freedom in choosing materials of instruction and organizing class work should be enjoyed.
7. Careful training in the use of the library should be given.
8. Subject matter should be organized into related units, each with a control theme of interest, a variety of worthwhile problems and activities purposefully organized to stimulate learning on the part of the pupil, and a close correlation with subject matter of other fields, such as social studies or art.
9. Revision of the course of study should be continuous.

In the teaching of English, certain tendencies that are observable today have been emphasized. In reading and literature the following tendencies are noticeable:



### APPENDIX

Certain principles of modern education have been taken  
 into account in making the present course of study in English. These  
 are as follows:-

1. The pupil's immediate and future needs are important  
 factors in the selection of the subject matter.
2. Methods should be objective as far as possible.
3. Pupils should be diversified in groups according to  
 their reading ability, general intelligence, and  
 teacher's judgment.
4. Since learners demand a technique of instruction which  
 is simple, definite, and clear, and which eliminates  
 all unnecessary technicalities.
5. Teachers should give every pupil the work best suited  
 to his level of ability, irrespective of ability  
 grouping. In other words, individual differences  
 and needs of the pupils should be considered in all  
 classroom procedures where it is at all possible.
6. Freedom in choosing materials of instruction  
 and organizing class work should be enjoyed.
7. Careful attention to the use of the library should be  
 given.
8. Subject matter should be organized into related units,  
 each with a central theme of interest, a variety of  
 worthwhile problems and activities purposefully  
 used to stimulate learning on the part of the pupil,  
 and a close correlation with other subjects of study  
 fields, such as social studies or art.
9. Revision of the course of study should be continuous.

In the teaching of English, certain principles that  
 are observable today have been emphasized. In reading and  
 literature the following principles are noticeable:



1. To reduce materials for oral reading and increase those for silent reading.
2. To select materials according to the pupil's level of reading ability and vocabulary.
3. To increase the materials for enjoyment and appreciation and decrease the materials for technical literary analysis.
4. To give definite training in the development of reading and study skills and in remedial reading when necessary.
5. To provide a wealth of reading material centering around the pupil's interests and real-life experiences.

In language and composition, there are definite tendencies:

1. To reduce formal aspects to a functional basis.
2. To place oral composition on an equality with written composition.
3. To take oral and written compositions from the life and experiences of the pupils.
4. To emphasize correct usage and not technical grammar in lower divisions.

#### TIME-ALLOTMENT

Whenever time allotments are suggested, each teacher is free to determine the amount of time needed in her particular division and to adapt the work to suit individual needs and interests.

Language-Composition: Three days a week, or units amounting to three-fifths of the time.

Literature-Reading: Two days a week, or units amounting to two-fifths of the time.







Since written composition plays such an important part in all the units, "Suggestions for Written Compositions" prefaced the units as a guide to teachers.







### SUGGESTIONS FOR WRITTEN COMPOSITION

**AIM:** To help the students write the things they wish to say in clear, correct English.

**METHODS:** Ways to teach composition will differ with teachers, classes, with individual pupils, with occasions, and with subject matter. Motivation, however, is very important.

**DIAGNOSIS OF WEAKNESSES IN COMPOSITION:** It is a good plan to place a large part of the year's training in composition in the early part of the year. In September, let the pupils write on any experience they have had. Use these compositions to make a diagnosis of the strengths and weaknesses of both the class and the individuals. In addition to these compositions, diagnostic tests should be given showing class and individual weaknesses in capitalization, punctuation, correct usage, and sentence structure. After the tests have been given, grouping according to individual needs may be made in divisions. A unit of assignments with page references to textbooks, or work books will prove very helpful. Working in groups, however, needs to be varied with recitations of the entire class.

**SUBJECT MATTER:** The choice of subjects suggested for composition should include many types of interest and should appeal to pupils of various levels of ability. Pupils should be allowed to choose their own topics if they care to do so. Writing must be functional in its nature. The writing of junior high school pupils is two fold: namely, (1) the writing of papers and reports for other classes and (2) the writing of letters.

**LENGTH OF COMPOSITIONS:** The compositions and letters of junior high school pupils should be brief. Except for the child who has rare creative ability all writing should be brief. On the whole, pupils should write one short paragraph and rarely more than that for the first few times.

**NUMBER OF COMPOSITIONS:** A pupil learns to write by writing. The best results in composition have been accomplished by teachers who correct a great many short paragraphs. About fifteen corrected compositions should be in the individual English file of each pupil. Numbering the papers is a helpful way to show improvement made by the pupil as the year progresses.







**CORRECTION OF COMPOSITIONS:** In general, a composition should be written and corrected in class. Composition writing is an individual matter and each pupil needs individual help. The best time for such help seems to be when the paper is corrected with the pupil present. Although it is difficult to plan the time to do this, the results are very satisfactory when it is done.

It is better to teach the correct forms and anticipate errors in mechanics first and then let the pupils write.

**UNIFORMITY OF WRITTEN WORK:** The requirements below are aimed chiefly to encourage habits of neatness and economy and to effect legibility. Moreover, a certain degree of uniformity in manuscript not only will establish habits of composition that are helpful to pupils, but will aid teachers in the handling and correcting of papers. The following ten items should be put in practice at all times:

- |             |  |
|-------------|--|
| Flat        | 1. Papers should be passed in flat, unfolded.  |
| Both sides  | 2. Both sides of the paper should be used.   |
| Title       | 3. The title should be placed on the first line of the <u>first</u> page and nowhere else.   |
| Beginning   | 4. The composition should be begun on the third line.  |
| Endorsement | 5. The endorsement should be placed on the upper right corner of the first page, opposite and above the title. It should comprise two lines: on the first, the name; on the second, the section and date.  |
|             | Ex. John Smith<br>IIIA, Sept. 21, 1935   |
| Errors      | 6. Erasures should be permitted only when entirely successful, leaving no blur. A more satisfactory method of erasing is a horizontal line drawn through the error. The latter is recommended. The use of parenthesis for deletion is incorrect. |







## Crowding

7. All manuscripts should have a left-hand margin of an inch and a right-hand margin of one-half inch. A ruled line running within less than half an inch of the bottom of a page should always be left blank. Always write on the first line of the back of the sheet.

## Letter formation

8. Accuracy in letter formation should be required according to the Ayres-Gettysburg scale, with legibility always the criterion. (See report of Superintendent of Schools for 1931.)

## Ink

9. Insofar as possible, all final copies of written work should be done in black or blue-black ink. Compositions written in red, green, or purple ink should not be accepted.

## Neatness

10. Teachers should demand clean, legible written work from their pupils. Manuscripts that are torn or crumpled, smutched or blotted or crowded, should always be rewritten.

Mary Jones  
II - C Oct. 11, 1947

Title  
(Skip a line)

1 in.  
margin

1 in. Begin

$\frac{1}{2}$  in.  
margin

Both sides of the paper should be used unless the teacher requests otherwise.







# CORRECTION SYMBOLS FOR WRITTEN COMPOSITIONS

AB	Abbreviation incorrect
CW	Choice of words poor
Ex	Expression poor
G	Grammar error
H	Heading incorrect
Awk	Awkward construction
Ms	Manuscript bad
Tr	Order of words wrong
P	Punctuation
	Paragraphing
R	Repetition
Sp	Spelling faulty
SS	Sentence error
U	Unity lacking
	Something omitted
?	Meaning obscure
X	Careless error

One such mark at the head of composition indicates the prevailing error. Heavy line underneath word or expression calls attention to the word or expression. Line drawn across page indicates work so poor that teacher cannot read what is written or will not read what is written because there are so many errors.







## LETTER PATTERNS

### I. THE FRIENDLY LETTER

Address  
City, State  
Date, Year

Salutation,

-----  
-----  
-----  
-----  
-----.

Friendly close,  
Name

### II. INFORMAL NOTE

Salutation,

-----  
-----  
-----  
-----  
-----.

Friendly close,  
Name

### III. FORMAL SOCIAL LETTER

Address  
City, State  
Date, Year

Name  
Address  
City, State

My dear M- S-----:

-----  
-----.  
-----  
-----.

Complimentary close,  
Name

### IV. FORMAL NOTE

Mr. and Mrs. J---- E----

-----  
-----  
-----  
-----.

\* Address

\*Only in invitations



LETTER PATTERNS

I. THE FRIENDLY LETTER

Address  
City, State  
Date, Year

Salutation,

Friendly close,  
Name

Friendly close,  
Name

II. FORMAL SPECIAL LETTER

Address  
City, State  
Date, Year

Name  
Address  
City, State

Address

My Dear Mr. -

Complimentary close,  
Name

\*Only in invitations

III. FORMAL NOTE

Mr. and Mrs. -



## V. BUSINESS LETTER

Address  
 --City, State  
 ----Date, Year

Name  
 --Address  
 ----City, State

Gentlemen:

-----  
 -----  
 -----  
 -----  
 -----

Yours truly,  
 Name

## VI. ENVELOPES

Name  
 --Address  
 ----City  
 -----State

NOTE: If Block Form is preferred, it should be used throughout. See Dotted lines.

# UNIT 1

1. To develop the social group in the everyday life of conversation.

2. To develop an appreciation of the appropriateness of conversation and the ability to converse and be an intelligent and willing listener.

## 2. OBJECTIVES (3. Y. Objectives)

1. To learn to participate in the form of conversation most common at the junior high school level (in informal conversation) in form, manner, and content.

2. To develop a sense of responsibility for participation in the conversation of a group of which one is a part, both by interested listening and by interesting conversation.

3. To cultivate as widely as possible in conversation, particularly in the following respects: not interrupting a speaker.

UNIT 1 of Lesson 1: Social Skills, Junior High School



V. BUSINESS LETTER

VI. ENVELOPE

Address  
--City, State  
---Date, Year

Name  
--Address  
--City, State

Gentlemen:

Name  
--Address  
--City  
--State

Yours truly,  
Name

NOTE: If block form is preferred, it should be used throughout. See dotted lines.



### CHAPTER III

#### TEACHER-MADE UNITS FOR GRADES SEVEN,

#### EIGHT, AND NINE

The following units are the result of the grade 7 study.

The teachers who made these units are acknowledged in footnotes.

Units not acknowledged were made by the chairman of English in an effort to encourage the teachers.

#### GRADE SEVEN

#### UNIT I

#### CONVERSATION 1

#### I. AIMS:

1. To develop the social graces in the everyday uses of conversation.
2. To develop an appreciation of the opportunity to make and hold friends through the ability to converse and be an intelligent and willing listener.

#### II. OBJECTIVES: (N. Y. Syllabus)

1. To learn to participate in the forms of conversation most common at the junior high school age-level (in general, such conversation is more informal, casual, and less difficult in subject than among more mature persons.)
2. To develop a sense of responsibility for participating in the conversation of a group of which one is a part, both by interested listening and by interesting contribution.
3. To cultivate courtesy in conversation, particularly in the following respects: not interrupting a speaker,

1/Unit made by Esther Pepin, Warren Junior High School





giving interested attention to others, not monopolizing the conversation, avoiding unnecessary contradiction and acrimonious controversy, not conversing with one member of the group to the exclusion of others.

4. To develop alertness in following the conversational trend and in making one's own comments relevant and appropriate.

SUPPLEMENTARY OBJECTIVES:

1. To gain confidence in speaking by means of this pleasurable approach.

2. To develop the attitude and habit of interest in the experiences and observations of others.

3. To learn to select from one's own experience that which will interest others.

4. To develop fundamental social attitudes - a sense of oneself as a member of a group.





## CONVERSATION UNIT A - TELEPHONE CONVERSATION

Time element: 5 to 10 days

### I. SUGGESTED APPROACHES AND ACTIVITIES

- A. Discuss the place of the telephone in modern life
  - 1. Correct and incorrect uses of the telephone in the place of other forms of communication
    - a. Etiquette of the party line
- B. Technicalities in placing a call
  - 1. Studying the telephone directory
    - a. Residential and business numbers
    - b. The use of exchanges
  - 2. Getting a telephone connection
    - a. Clear enunciation of exchange and number
    - b. Dialing
    - c. Calling for information
    - d. Making toll calls
    - e. Using a pay station
    - f. Emergency calls
- C. Opening the telephone conversation
  - 1. Discuss the good and poor points in common forms of answering the telephone
    - a. "Hello" - "Yes" - "John Jones speaking" - or the number of the phone
    - b. Tone of voice and inflection in telephone greetings - their effect upon the hearer
- D. Typical telephone calls that the students have the opportunity to make
  - 1. Discuss the techniques and etiquette in each type
  - 2. Demonstrations of telephone conversations
    - a. Pairs of students dramatize telephone problems
      - 1. Plan and quietly practice with teacher assistance
      - 2. Pupils stand in opposite corners, not facing each other
      - 3. Discussion of demonstrations

### II. MATERIALS

- A. Copies of directories
- B. Lists of numbers for enunciation drills
- C. Actual instruments which may be used in dramatization, if possible
- D. Typical situations which may be illustrative:



# CONVERSATION UNIT A - TELEPHONE CONVERSATION

Time element: 3 to 10 days

## SUGGESTED APPROACHES AND ACTIVITIES

- A. Discuss the place of the telephone in modern life
  1. Contrast and important uses of the telephone in the place of other forms of communication
  2. Relationship of the party line
- B. Technicalities in placing a call
  1. Searching the telephone directory
    - a. Residential and business numbers
    - b. The use of exchanges
  2. Getting a telephone connection
    - a. Clear enunciation of exchange and number
    - b. Dialing
    - c. Calling for information
    - d. Making toll calls
    - e. Using a pay station
    - f. Emergency calls
- C. Opening the telephone conversation
  1. Discuss the good and poor points in common forms of answering the telephone
    - a. "Hello" - "yes" - "John Jones speaking" - or the number of the phone
    - b. Tone of voice and inflection in telephone speech
    - c. Length - what is best upon the whole
- D. Typical telephone calls that the student may have to report
  1. Discuss the requirements and objectives in each type
  2. Read selections of telephone conversations
    - a. Care of number of exchanges, telephone prefixes
    - b. Use of politely phrased and clear requests
    - c. Length
    - d. Style and use of appropriate terms, not feeling
    - e. Other
  3. Discussion of observations

## III. MATERIALS

- A. Copies of directions
- B. Lists of numbers for communication drills
- C. Actual instruments which may be used in instruction
- D. Typical situations which may be illustrative

1. Making dentist appointments
2. Inquiring of classmate about school work
3. Explaining absence from meeting or delay in arriving somewhere
4. Ask for information about trains, motion picture schedules, post office service, library, or place orders over the phone.

### III. ENRICHMENT

- A. Individual work for indistinct speech
- B. Superior or especially interested students give reports to class:
  1. Inventor of the telephone
  2. Parts of the telephone
  3. Work of the operator
  4. Visit to the telephone exchange
  5. Opportunities to make actual telephone calls

### IV. APPRAISAL

- A. Do students show increased ability to meet the various types of telephone problems studied?
- B. Has the unit of work improved voices and enunciation?

- V. BIBLIOGRAPHY (There must be a great deal more material than is listed here because very little research has been made)

Steps to Good English, Ahles and Lawlor, Iroquois Pub. Co. (p. 106)

English Activities, Grd. 7, Hatfield, Lewis, Lesser, and Thomas, American Book Company (pp. 24-29)

The Life of Alexander Graham Bell

Junior Language Skills, Bk. I, Teuscher, Johnson, and Howard, Harcourt Brace Co. (pp. 4-5)

Junior English in Action, Bk. I, Tressler and Shelma-dine, D. C. Heath Co. (p. 18)



1. Making dentist appointments
2. Insuring of classroom about school work
3. Explaining absence from meeting or delay in arriving somewhere
4. Ask for information about trains, motor picture schedules, post office service, library, or place orders over the phone.

### III. ENRICHMENT

- A. Individual work for individual speech
- B. Superior or especially interested students give reports to class:
  1. Invention of the telephone
  2. Parts of the telephone
  3. Work of the operator
  4. Visit to the telephone exchange
  5. Opportunities to make actual telephone calls

### IV. APPENDIX

- A. Do students show increased ability to meet the various types of telephone problems studied?
- B. Has the unit of work improved voices and enunciation?
- C. (There shall be a great deal more material than is listed here because very little research has been made)

Steps to Good English, Allen and Warner, Grosset and Dunlap Co. (p. 106)

English Activities, Gird, T. Hatfield, Lewis, Lester, and Thomas, American Book Company (pp. 24-25)

### The Life of Alexander Graham Bell

Junior Language Skills, Dr. J. T. Foster, Johnson, and Howard, Harcourt Brace Co. (pp. 4-5)

Junior English in Action, Dr. J. T. Foster and Johnson, D. C. Heath Co. (p. 18)



## CONVERSATION UNIT B --- CONVERSATION AS A SOCIAL GRACE

Time element: 15 to 20 days

"Think all you speak; but speak not all you think."--Delarme

### I. SUGGESTED APPROACHES AND ACTIVITIES

#### A. Discover some of the principles of good conversation by:-

1. What constitutes courtesy in conversation?
  - a. Is the talkative person always a good conversationalist?
  - b. Is the quiet person always a bore?
  - c. What hinders the progress of conversation?
    1. Opinionated statements
    2. Absence of an attentive listener
2. What are people talking about?
  - a. Enter a conversation as an interested listener
    1. What habits of conversation do you notice which are desirable or undesirable?
    2. How many different topics are introduced?
3. Informal discussion (topic on student level) led by the teacher without pre-announcement so that self-consciousness is at a minimum
  - a. The reticent child must be drawn out and the over-eager child diverted
  - b. Keep the interest alive
4. Student evaluations of these conversation periods based upon capital (A)

#### B. Sharing experiences

1. Telling amusing, beautiful, exciting, or strange personal experiences
  - a. Book reviews, anecdotes, and narratives may be included
  - b. A kind of panel discussion of reading material may also be used here
2. Telling about things that have been observed
3. Interesting impressions about interesting sights, sounds, smells, etc.

#### C. Social Forms

1. Introductions such as children of this age are called upon to use
  - a. Introducing new students to classmates and teachers
  - b. Introducing guests in the classroom and at home
    1. Preparations for school social reception line
  - c. Reciprocating in the above situations
2. Greeting acquaintances on the street and in public places







## II. MATERIALS

- A. Sample conversations re-enacted from those listened to
- B. Reproductions of conversations in stories, plays, etc.
- C. Topics on student level - history of names, likes, and dislikes, information, anecdotes related to one of these topics: animals, their habits, experiences with, etc., collections, gardens, other hobbies of informational or artistic nature.

## III. ENRICHMENT

- A. Reticent students may be brought out by "passing the ball" directly to them
- B. Bring in a worthwhile experience, piece of news, or impression, regardless of its bearing on the lesson to proceed. Fresh topics should not be allowed to lose their value by being allowed to become stale
- C. The very active, alert conversationalist may be led to become discriminating and assist the reticent members of his group. This will develop the much desired ability to put others at their ease.

## IV. APPRAISAL (taken directly from the New York Syllabus)

- A. Have the class conversations been natural and genuine?
  - 1. Cause - topic, method of introduction, type of direction
- B. Have an increasing number of students participated voluntarily with interesting additions?
- C. Have the principles of courtesy been observed with increasing uniformity and ease?
- D. Has interested listening to others been developed?
- E. Is there less tendency to irrelevant comment than at first?
- F. Have the more active-minded learned to participate by drawing out the best in others?
- G. Is there any evidence that this work has carried over into conversation outside of the classroom?

## V. BIBLIOGRAPHY (There must be a great deal more material than is listed here because very little actual research has been made)

Junior English in Action, Bk. I, Tressler and Sheldine, D. C. Heath (pp. 3-23)

Elements of English, Bk. I, 1935 Ed., Center and Holmes, Allyn and Bacon (pp. 40-74)

English Activities, Gr. 7, Hatfield, Lewis, Lesser, Thomas, American Book Co., (pp. 3-23)





The Junior Speech Arts, Craig - 1934 - Macmillan (pp. 341-346)

The Speech Arts, Craig, 1934 - Macmillan (see index for reference material)

Expressing Yourself, 1935, Wade, Eaton, Blossom, Houghton Mifflin Co. (pp. 137-160, 252-262)

Junior Language Skills, Bk. I, Teuscher, Johnson, Howard, Harcourt Brace Co., (pp. 3-10, 19-23, 140-146)

Steps to Good English, Ahles and Lawlor, Iroquois Pub. Co., (pp. 101-105, 125-130, 133-140)



Steps to Good English, Albee and Lawler, Chicago: Ed.  
Co., 1911-1912, 1913-1914, 1915-1916  
23, 1917-1918)  
Howard, Harcourt Brace Co., 1917, 1918, 1919  
Junior Language Skills, Dr. I. Tannen, Jackson,  
Houston: Writin Co., 1917-1918, 1919-1920  
Expressing Yourself, 1919, 1920, 1921, 1922  
for reference material)  
The Speech Arts, Craig, 1924 - Hamilton (see index  
341-342)  
The Junior Speech Arts, Craig - 1924 - Hamilton (pp.

## UNIT II

## MAKING REPORTS FROM NOTES, OUTLINES, AND MEMORY

I. OBJECTIVES

- A. To learn to make reports on any assigned subjects, on any material read, on any lecture heard, and on any incident witnessed, in a clear, concise, orderly, and impressive manner
- B. To learn to make such reports in a manner that will hold the interest of an audience
- C. To learn to speak clearly, distinctly, and in an interesting manner before a group

II. PROCEDURE AND ACTIVITIES - OUTLINES

- A. Selection of Material
  - 1. Lead class to distinguish between important and unimportant ideas in a single paragraph
  - 2. Develop a single paragraph, choosing the main idea first, and carrying it down through the minute details
  - 3. Lead class to pick out the one important fact in each paragraph - assigning a series of paragraphs. Class discussion and comparison of ideas
  - 4. Develop need for orderly arrangement of ideas chronologically
- B. Activities
  - 1. Let class as a whole make an outline of a very short story. Discuss various ideas suggested by pupils as to contents of outline. Lead class to distinguish between correct and incorrect items in the outline.
  - 2. Divide class into pairs - one member of each pair to interview the other, (suggested subjects: a trip to the mountains, going to the circus, a moving picture recently seen, etc.) Have interviewer take notes and make an outline from them. When outline has been completed, both members of the pair should discuss it. Person interviewed should be very helpful in offering suggestions and criticisms as to order of ideas, stressing of main ideas, and subordination of unimportant details. When outline has been prepared to satisfaction of both interviewer and person interviewed, have it presented before the class in the form of a short talk. The class as a whole should then offer criticisms and suggestions.







### Testing of an Outline

Each main topic should have no more than two or three sub-topics in a seventh grade outline

1. Are statements too long?
2. Are statements complete sentences?
3. Do they need to be complete sentences?
4. Do they suggest quickly what you have in mind to say?
5. Are they in chronological order?
6. Are all statements necessary

(See Junior Language Skills, Bk. I, Teuscher, Johnson, and Howard. Section XI. "Giving Talks, Reports, and Speeches.")

Note: It would seem advisable to take up the giving of reports from notes before teaching the giving of reports from outlines, since outlines should be made from notes.

### III. PROCEDURE AND ACTIVITIES - NOTES

#### A. Selection of Materials

1. Materials should be selected in the same manner as in the preparation for outlines
2. Suggestions for taking notes: See "Effective Expression in English," Cotner and Bell, Unit 3, Page 86
3. Lead class to use as few words as possible in making notes; teach common abbreviations

#### B. Activities

1. Write a few words on the board as follows:

- a. mud puddle
- b. canoeing
- c. thunder storm
- d. police whistle
- e. milk truck

Give pupils about three minutes to think up an incident in their experience suggested by one of the above groups of words, which can be related in a few brief sentences. The same group of words will suggest entirely different incidents to different pupils. This will point out that in making notes a very few words should suggest to the speaker enough to carry him through at least four or five sentences.

2. Read a newspaper clipping of a few paragraphs to the speaker while they make notes on it. Give them some time to revise their notes, eliminating unnecessary words, etc. Have notes read in class and discussed.







3. Assign a topic or short story to each pupil. Have pupil make notes on his assigned topic and give a report, using his notes as a guide. Class may criticize the report. When report has been given, have pupil read or put his notes on the blackboard. Let class judge whether his report was correctly made from the notes. Let pupil who gave the report explain what part of his report was suggested by each item in his notes. Let class criticize notes for conciseness.
4. Divide pupils into groups of six or seven. Choose a leader for each group. The leader should make reasonably complete notes on a report of a wedding, accident, party, etc., which he finds in the newspaper. Each leader should choose a different report. Have the notes made by the leaders put on the blackboard where they can be easily read by their individual groups. Each group should then proceed to write a report based on the notes of its leader. When the reports have been written, let each member of a group read his report aloud. When all reports in a group have been read, leader may read the clipping from which he made his notes. Have a class discussion on the value of the notes, their weaknesses, etc., pointing out where members of the group were misled by the notes in writing their reports. It will be interesting to compare the facts given in the reports of one group, all reports based on the same notes. Repeat with each group.

#### IV. PROCEDURE AND ACTIVITIES - MEMORY

- A. In order that a pupil make a good report from memory, it is necessary that he should first outline his topic correctly. Make an outline first, a rough draft, using plenty of sub-topics. Re-write it, cutting it down as much as possible. When it has been rewritten to the point where only the main topics, with two or three sub-topics remain, the pupil is ready to apply the fact that, "A story and a wheel are similar in structure as well as in movement." For this interesting and helpful activity, see "On the Teaching of Junior High School English," by Emma Glaser, Chapter II, pp. 63-64. The main topic, or title of the report, is treated as the hub of the wheel. The spokes of the wheel are the sub-topics, coming out of the main topic, or hub. The rim of the wheel is the conclusion of the story, giving the point of the report and the reason for its being given. This rim includes



3. Assign a topic or short story to each group. Have  
pupil make notes on his assigned topic and give a  
report, using his notes as a guide. (Lesson day after  
the report. When report has been given, have  
pupil read or give his notes on his assigned topic. Let  
class judge whether his report was correctly made  
from the notes. Let pupil give the report ex-  
plain what part of his report was suggested by each  
item in his notes. Let class criticize notes for  
completeness.

4. Divide pupils into groups of six or seven. Choose a  
leader for each group. The leader should make a re-  
sulting complete notes on a report of a scientific, ge-  
ological, history, etc., which he finds in the newspaper.  
Each leader should choose a different report. Have  
the notes made by the leaders put on the blackboard  
where they can be easily read by each individual  
group. Each group should be prepared to give a  
report based on the notes of its leader. When the  
reports have been written, let each leader of a  
group read his report aloud. When all reports in a  
group have been read, leader may ask the following  
from which he made his notes. Have a class discuss  
them on the value of the notes, their usefulness,  
etc., comparing and contrasting of the notes were  
made by the notes in writing their reports. It  
will be interesting to compare the facts given in  
the reports of one group. All reports based on the  
same facts. Report with each group.

PROPOSING AND REPORTING - HISTORY

1. In order that a pupil make a good report from memory, it  
is necessary that he should first collect his facts cor-  
rectly. Make an outline first. - (Lesson day after  
the report.) - (Lesson day after the report.) - (Lesson day after the report.)  
plicity of subject. - (Lesson day after the report.) - (Lesson day after the report.)  
much as possible. When it has been reported to the  
point where only the main topic, with two or three sub-  
topics remain, the pupil is ready to report the facts. This  
"a story and a wheel" are similar to the structure as well as  
in movement. For this interesting and useful activity  
see "On the Teaching of History" (New York: McGraw-Hill, 1914),  
Chapter II, pp. 11-12. The main topic, with two or three  
sub-topics, is presented as the main topic, with two or three  
of the main topic, or sub-topics. The main topic is the  
correlation of the story, giving the point of the report  
and the reason for the value given. This plan includes

includes then the spokes and the hub. Once the pupil has transferred his outline into one of these "wheels," it will be very easy to remember the few facts necessary in order that he may give his report from memory.

#### B. Activity

When the report has been given, put the "wheel" on the board. Class may discuss whether the pupil followed it in giving his report, and whether the important facts in the report are represented by the "spokes."

### V. TESTING

The following are points on which pupils may be tested in giving reports:

- A. Was his voice clear, distinct, and easily heard?
- B. Did his report sound well-prepared, as though he was sure of his topic, sure of the meanings of his notes, and sure of himself in presenting the report?
- C. Was the material arranged in chronological order?
- D. Did he stick to his subject, or get sidetracked on some unimportant detail?
- E. Did he hold the interest of the class by giving his report in an interesting and interested manner?
- F. Did he refer to his notes too frequently, allowing the report to drag and thereby losing the attention and interest of the class?
- G. Was his information accurate and was it presented in such a manner that there was no doubt as to the meaning of his statements, no ambiguity in his remarks?





### UNIT III - TAKING NOTES AND OUTLINES

#### I. OBJECTIVES FOR NOTE-TAKING

To enable pupils to learn the elementary principles and advantages of note taking

#### II. ELEMENTS OF UNIT

##### A. Principles of note taking

1. Brevity
2. Recording book, author, pages, etc. for future use
3. Reading for reference
4. Copying all exact words with quotation marks
5. Use elision marks ----- for omissions from direct quotations
6. References
7. Selecting important ideas

#### III. APPROACHES

##### A. Activities requiring note taking

1. Regular class study lessons
2. Book Reports
3. Social Studies Reports
4. News Items in Social Studies
5. Items for school paper
6. Oral and written English themes
7. Debates

##### B. Typical Outline - Example

###### 1. Main Topic

###### A. Sub Topic

1. Contributing to A
2. Contributing to A

###### B. Sub Topic

1. Contributing to B
2. Contributing to B

###### C. Value

Teach value of note taking as a time saver and an aid to memory

###### D. Activities

1. Organization by order of importance
  - a. Most important fact
  - b. Less important fact
  - c. Least important fact

From "Using English" by Chapman

Example:

###### I. Good baseball player

- A. Most important - willingness to subordinate self

1. Team
2. Game as a whole





- B. Less Important - keenness of the eye
    - 1. Pitching
    - 2. Batting
  - C. Least Important or generally important - quickness of action
    - 1. Catching
    - 2. Batting
- 2. Selecting most important words in a sentence  
 Example: Longfellow was born in 1807 at Portland, Maine  
           Longfellow - 1807, Maine
- 3. Finding main thought in paragraph
- 4. Teacher reads; class raises hands at change of thought
- 5. Outline by contrast and comparison  
 Example
  - 1. Relative merits of bus and train as mode of travel
    - a. Bus
      - 1. Permits passengers to see more country
      - 2. Less expensive
    - b. Train
      - 1. Air conditioned
      - 2. Dining and Sleeping Cars
      - 3. Speed
- Summarize
- 6. Note taking on chapter in literature
- 7. Individual note taking on life of important happenings
- 8. Talk by pupils with above notes in hands. Class records most important facts. Compare with notes of speaker
- 9. Write ideas on popular subject. Decide main topics and subordinate topics  
 Example: Our Dog
- 10. Bring to class summaries from papers and magazines; further reduce
- 11. Summarizing a story
  - a. Fully
  - b. Less than half
  - c. Minimum
 Discuss points omitted at each change
- 12. Later, teach skimming in reading encyclopedic articles in order to find main point in minimum time

#### IV. REFERENCES

McMurry, Frank - HOW TO STUDY AND TEACHING HOW TO STUDY  
 Chuff - TEACHING OF ENGLISH



- 1. Least important - least important of the day
- 2. Least important of the day
- 3. Least important of the day
- 4. Least important of the day
- 5. Least important of the day

Selecting most important words for a sentence  
Example: Longest word in the sentence

- 1. Longest word in the sentence
- 2. Longest word in the sentence
- 3. Longest word in the sentence
- 4. Longest word in the sentence
- 5. Longest word in the sentence

- 1. Relative value of the word in the sentence
- 2. Relative value of the word in the sentence

Example: Longest word in the sentence

- 1. Longest word in the sentence
- 2. Longest word in the sentence

- 1. Longest word in the sentence
- 2. Longest word in the sentence

Example: Longest word in the sentence

- 1. Longest word in the sentence
- 2. Longest word in the sentence

- 1. Longest word in the sentence
- 2. Longest word in the sentence

- 1. Longest word in the sentence
- 2. Longest word in the sentence

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- 2. Longest word in the sentence

- 1. Longest word in the sentence
- 2. Longest word in the sentence

- 1. Longest word in the sentence
- 2. Longest word in the sentence

IV. REFERENCES  
Bibliography: List of books and articles used in the study  
Index: List of subjects and topics covered in the study

Karnhanser, Arthur - HOW TO STUDY  
 Bolenius, Emma - TEACHING OF ORAL ENGLISH  
 Ingles and McTague - TEACHING USE OF BOOKS AND LIBRARIES

V. DESIRED OUTCOMES

- A. Ability to find key words in a sentence
- B. Ability to find most important thought in a paragraph
- C. Ability to take notes in short, concise form
- D. Appreciation of note taking as a study help

VI. OBJECTIVE TEST

- A. Record in shortest possible form:  
 "The Pilgrims landed at Plymouth in 1620"
- B. Outline, using standard form, Tressler; p. 141, May Day Customs
- C. Find main thought in paragraph - Tressler; p. 308
- D. Write ideas you have on "Our Policeman"  
 Decide main and subordinate topics and outline

KEY TO TEST

Key A. Pilgrims - Plymouth - 1620

B. "May Day Customs"

I. Origin of May Day

1. Rome

- a. Dancing
- b. Gifts

2. Greece

- a. Games
- b. Dancing
- c. Plays

3. France

- a. Church Celebrations
- b. Tree Planting

4. England

- a. Bonfires
- b. May Baskets

C. Change

D. Our Policeman

I. Requirements for office

A. Health

B. Courage

C. Alertness

1. Mental

2. Physical

etc.

II. His Work

A. Protecting property

1. Personal

2. Public

B. Traffic

C. Detecting

etc.



Karvonen, Arthur - HOW TO STUDY  
 Bolinas, Emma - TEACHING OF ORAL ENGLISH  
 Ingles and McGee - TEACHING OF BOOKS AND LITERATURE

V. MAILED OUTCOMES

- A. Ability to find key words in a sentence
- B. Ability to find most important thought in a paragraph
- C. Ability to take notes in shorthand, outline form
- D. Appreciation of note taking as a study help

VI. COLLECTIVE TEST

- A. Name of author of "The Pilgrims landed at Plymouth in 1620"
- B. Outline of "The Pilgrims landed at Plymouth in 1620"
- C. Find main thought in paragraph - "The Pilgrims landed at Plymouth in 1620"
- D. Write ideas you have on "The Pilgrims landed at Plymouth in 1620"

Key to Test

Key A. Pilgrims - Plymouth - 1620

B. "The Pilgrims landed at Plymouth in 1620"

I. Origin of Key Test

1. Form

A. Dances

B. Girls

C. Trees

D. Dances

E. Dances

F. Dances

G. Dances

H. Dances

I. Dances

J. Dances

K. Dances

L. Dances

M. Dances

N. Dances

O. Dances

P. Dances

Q. Dances

R. Dances

S. Dances

T. Dances

U. Dances

V. Dances

W. Dances

X. Dances

Y. Dances

Z. Dances

AA. Dances

AB. Dances

AC. Dances

AD. Dances

AE. Dances

AF. Dances

AG. Dances

## UNIT IV --- WRITING MINUTES OF MEETINGS 1/

- I. Purpose
  - A. To teach writing clear, orderly, correct reports of meetings
  - B. To teach or review mechanics of English necessary to the writing of good reports
  
- II. Teaching elements of the unit
  - A. Requirements of a good report
    1. Order
    2. Clarity of statement
    3. Correctness of form
  - B. Contents of a report
  - C. Mechanics of English
    1. Spelling and vocabulary
    2. Sentence structure
    3. Capitalization
    4. Punctuation
  
- III. Approach
  - A. Orientation activities
    1. Formulate the purpose of a secretary's report
      - a. To inform absentees of what was accomplished in a previous meeting
      - b. To review the meeting for those present
      - c. To serve as a permanent record of actions taken by the organization
    2. Let each pupil write a report of his home room meeting
    3. Discuss several of these reports in class, deciding the degree to which they fulfill the purpose
    4. List difficulties encountered in writing these reports
  - B. Group Discussion activities
    1. Evolve the elements of a good report
      - a. What it should contain
        - The kind of meeting (regular or special)
        - The name of the organization
        - The place
        - The date
        - The name of the presiding officer
        - Statement as to whether or not the minutes of the previous meeting were approved as read
        - Reports of committees
        - An orderly account of all business of the meeting
        - A statement of all motions as they were made
        - The signature of the secretary



## UNIT IV --- WRITING MINUTES OF MEETINGS

I.

- Purpose
- To teach writing clear, orderly, correct reports of meetings
  - To teach or review mechanics of English necessary to the writing of good reports

II.

- Teaching elements of the unit
- Requirements of a good report
    - Order
    - Clarity of statement
    - Correctness of form
  - Contents of a report
  - Mechanics of English
    - Spelling and vocabulary
    - Sentence structure
    - Capitalization
    - Punctuation

III. Approach

- Orientation activities
  - Formulate the purpose of a secretary's report
  - To inform students of what was accomplished in a previous meeting
  - To review the meeting for those absent
  - To serve as a permanent record of actions taken by the organization
  - Let each pupil write a report of his home team meeting
  - Discuss several of these reports in class, pointing out the degree to which they fulfill the purposes
  - List difficulties encountered in writing these reports
- Group discussion activities
  - Evolve the elements of a good report
    - What is the purpose?
    - The kind of meeting (regular or special)
    - The name of the organization
    - The place
    - The date
    - The name of the presiding officer
    - Statement as to whether or not the minutes of the previous meeting were approved or read
    - Reports of committees
    - An orderly account of all business of the meeting
    - A statement of all actions as they were taken
    - The signature of the secretary

Unit made by Mrs. Elizabeth Hunsicker, West Junior High School

- b. What it should not contain
      - The exact words of discussions
      - Any comment by the secretary of anything done at the meeting
  - 2. Help the pupil to see the value of a new vocabulary for writing reports efficiently
  - 3. Realize the need for accuracy in the mechanics of writing
- C. Skill activities
  - 1. Vocabulary and spelling
    - minutes, regular, special, committee, approved, accepted, motion, adjourned, secretary
  - 2. Sentence structure
    - a. Drill on complete sentences
    - b. Putting more than one thought in a sentence by means of:
      - Appositives
      - Prepositional phrases
  - 3. Punctuation
    - a. Comma for:
      - Dates
      - Addresses
      - Appositive
    - b. Apostrophe in the possessive case
    - c. Colon with numerals expressing time
  - 4. Capitalization of names of
    - a. People
    - b. Places
    - c. Months
    - d. Organizations
- D. Culminating activities
  - 1. Conduct the class as a club. Let two or three members act as secretary. Compare and criticize their reports according to the standards set up.
  - 2. Let each member of the class be secretary for a day.

#### IV. DESIRED OUTCOMES (Acknowledgements to Lakewood Course of Study)

- A. Habits and skills
  - Increased skill in
    - 1. Writing reports of meetings in a clear, orderly manner
    - 2. Distinguishing between essential and non-essential details in recording business
    - 3. Stating correctly and punctuating properly the events of a meeting
    - 4. Taking notes fluently, getting gist of another's remarks
    - 5. Recording a motion as it is stated



- What is should not contain
- The exact words of discussion
- Any comment by the secretary of anything done at the meeting
- Help the public to see the value of a new vocabulary
- For writing reports efficiently
- Realize the need for accuracy in the mechanics of writing
- 0. Skill activities
- 1. Vocabulary and spelling
- minutes, regular, special, committee, approved, not
- agreed, motion, adjourned, secretary
- 2. Sentence structure
- a. List of complete sentences
- b. Putting words from the thought into sentences by means of:
- Appositives
- Prepositional phrases

- 3. Punctuation
- a. Commas
- b. Semicolons
- c. Colons
- d. Apostrophes
- e. Quotation marks
- f. Hyphens
- 4. Capitalization
- a. People
- b. Places
- c. Months
- d. Organizations
- 5. Grammar
- a. Subject-verb agreement
- b. Pronouns
- c. Adjectives
- d. Adverbs
- e. Prepositions
- f. Conjunctions
- 6. Editing
- a. Correcting errors
- b. Improving style
- c. Making sentences more effective
- d. Making paragraphs more effective
- e. Making reports more effective
- f. Making minutes more effective
- 7. Conduct
- a. Being on time
- b. Being prepared
- c. Being polite
- d. Being cooperative
- e. Being responsible
- f. Being honest
- 8. Let each member of the class be responsible for a day.

IV. DEVELOPING SKILLS (Assignments to be completed during the year)

- 1. Writing reports of meetings in which the speaker has been present
- 2. Writing reports of meetings in which the speaker has not been present
- 3. Writing reports of meetings in which the speaker has been present and has been asked to give a report
- 4. Writing reports of meetings in which the speaker has been present and has been asked to give a report and to make a motion
- 5. Writing reports of meetings in which the speaker has been present and has been asked to give a report and to make a motion and to second a motion

## Growth in

1. The habit of writing complete sentences
2. The ability to state briefly the content of a discussion
3. The habit of writing neatly, legibly, and in good form
4. The habit of observing rules of punctuation and capitalization

## B. Attitudes and Appreciations

## Increased Appreciation of:

1. The personal benefit derived from acting as secretary of a meeting
2. The value of having definite standards to follow in reporting the events of a meeting
3. The necessity of recording clearly and accurately what was done at a meeting
4. The need of being thoroughly familiar with the essentials of sentence structure, capitalization, punctuation, and spelling in writing reports of meetings
5. The value of learning to distinguish between what is important and what is not important in the proceedings of a meeting as far as the record of it is concerned

## V. TESTS

## A. Completion Test

\_\_\_\_\_ (Place) \_\_\_\_\_ (Date)

The \_\_\_\_\_ of the Student Council was held in Room 415 on \_\_\_\_\_. The meeting was called to order by the \_\_\_\_\_ William Brown at \_\_\_\_\_.

The \_\_\_\_\_ report was read and \_\_\_\_\_. Tom Field \_\_\_\_\_ of the Program \_\_\_\_\_ reported on plans for the annual outing.

Mary Smith moved the report be \_\_\_\_\_.

The \_\_\_\_\_ was carried.

Alice Hall moved the meeting be \_\_\_\_\_.

The \_\_\_\_\_ was carried.

The meeting was \_\_\_\_\_ at \_\_\_\_\_.

Respectfully \_\_\_\_\_

Frances Park \_\_\_\_\_

- B. The final test is the writing of a report of an actual meeting





## VI. REFERENCES

Card and Wines.....COME TO ORDER  
Robert, Henry M.....RULES OF ORDER  
Shepherd.....GUIDANCE IN COMPOSITION  
Flagg, Mildred.....COMMUNITY ENGLISH  
Klapper and London.....MODERN ENGLISH BOOK  
Leighton, Frederick.....STUDENTS' HANDBOOK IN PARLIAMEN-  
TARY LAW



VI. REFERENCES

Card and Wines.....COME TO ORDER  
 Hobbs, Henry M.....RULES OF ORDER  
 Shepard.....GUIDANCE IN COMPOSITION  
 Slag, Mildred.....COMMUNITY ENGLISH  
 Kasper and Jordan.....MODERN ENGLISH BOOK  
 Leighton, Frederick.....STUDENTS' HANDBOOK IN PARLIAMENTARY  
 TAYLOR LAW

## UNIT V --- HAVE YOU BEEN TO THE MOVIES?

### I. Objective

To learn to select and discuss motion pictures intelligently.

### II. Bibliography

Pamphlet, SECONDARY EDUCATION, November, 1938, Pages 195-196  
ENGLISH JOURNAL, March, 1941, Pages 211-218

#### GROUP DISCUSSION GUIDE

Educational and Recreational Guild, Inc.

Room 1418, 1501 Broadway, New York City

### III. Unit Assignment Sheet, Part I.

Most of us go to the movies merely to be entertained, but while being entertained, we unconsciously learn many things about people all over the world, both now and in times gone by.

- A. Name some different kinds of movies that you have seen.  
Examples: Musical, historical, adventure, literary, news, animated cartoons, etc.
- B. Give an example of each kind.
- C. Name some different kinds of things we can learn from the movies.  
Examples: History, ancient customs, modern customs in strange places, styles in dress, literature, etc.
- D. Can you think of something you learned from each of the movies you have named above? Write a composition giving three examples.
- E. Name a movie, seen lately, that made you laugh. Tell orally one laughable happening in this movie.
- F. Have you seen a movie that made you sad or unhappy? Tell (orally or in writing) one unhappy scene.
- G. Think carefully before answering the following questions:  
Do you prefer a picture which:
  1. makes you laugh often?
  2. makes you sad?
  3. entertains you, not necessarily with laughter?
  4. entertains, amuses, and teaches you as well?
- H. Make a list of five of the movies you have seen and enjoyed the most during the past few weeks.

### IV. Unit Assignment Sheet, Part II.

Some people find out about a movie before they spend their money to go. Others just say, "Let's go to the movies," and off they run, regardless of the picture or the actors in it. Which is the wiser group? Why?



## UNIT V --- HAVE YOU BEEN TO THE MOVIES?

## I. Objective

To learn to select and discuss motion pictures intelligently.

## II. Bibliography

Temple, SECONDARY EDUCATION, November, 1938, pages 183-186  
 JOURNAL, March, 1941, pages 211-212  
 GROUP DISCUSSION GUIDE  
 Educational and Psychological Guide, Inc.  
 Room 1418, 1501 Broadway, New York City

## III. Unit Assignment Sheet, Part I

Most of us go to the movies merely to be entertained, but while being entertained, we unconsciously learn many things about people all over the world, both now and in times gone by.

A. Name some different kinds of movies that you have seen. Examples: Musical, historical, educational, etc. Name some different kinds of things that you have seen in movies.

B. Give an example of each kind. Examples: history, ancient customs, modern customs in strange places, styles in dress, etc.

C. Can you think of something you learned from each of the movies you have named above? Write a sentence giving three examples.

D. Name a movie, seen lately, that made you happy. Tell briefly one laughable incident in this movie.

E. Have you seen a movie that made you sad or unhappy? Tell (orally or in writing) one unhappy scene.

F. Think carefully before answering the following questions: Do you prefer a picture which:

1. makes you laugh often?
  2. makes you sad?
  3. entertains you, not necessarily with laughter?
  4. entertains, amuses, and teaches you at all?
- H. Make a list of five of the movies you have seen and enjoyed the most during the past few weeks.

## IV. Unit Assignment Sheet, Part II

Some people find out about a movie before they spend their money to go. Others just say, "Let's go to the movies," and off they run, regardless of the picture or the actors in it. Which is the wiser group? Why?

# UNIT V --- HAVE YOU BEEN TO THE MOVIES?

- A. Have you ever seen a picture that made you wish you had your money back? If so, what made you dissatisfied with the movie?
- B. How can one find out about a movie before going to see it?
  1. Criticisms in magazines (Life, McCalls, Liberty, etc.)
  2. Reviews and advertisements in newspapers
- C. Discuss which type mentioned in B could be most depended upon to tell the truth about the picture and which are printed merely for increasing box office sales. Find examples of each and bring them to class.
- D. Bring in the movie page from a newspaper of the current week. Contrast the reviews and advertisements on your sheet with those of a classmate who has a page from a different paper.
- E. Bring in from a magazine or newspaper what you consider to be a good write-up of a movie. Tell the reason that you consider it a worthwhile one.

## V. Summary of Unit Assignment Sheets, Parts I and II.

Make a booklet of a movie or movies you have particularly enjoyed recently. You may be able to find some pictures with which to illustrate it, and some photographs of the actors.

For each movie that you discuss in your booklet, answer the following questions about which we have talked:

- A. What have you learned from the movie?
- B. Did anything make you laugh? Name one incident.
- C. Do the same for sadness.
- D. Did you feel that you received your money's worth out of the picture? Why?
- E. Did you enjoy it? Why?
- F. Include a magazine or newspaper review of the movie. Explain the reason for its being a good or a poor one.



# UNIT V --- HAVE YOU BEEN TO THE MOVIES?

A. Have you ever seen a picture that made you wish you had your money back? If so, what made you dissatisfied with the movie?

B. How can one find out about a movie before going to see it?

1. Criticisms in magazines (Life, National Geographic, etc.)
2. Reviews and advertisements in newspapers

C. Discuss which type mentioned in B could be most depended upon to tell the truth about the picture and which are trusted merely for interesting but often false. Find examples of each and bring them to class.

D. Bring in the movie page from a newspaper of the current week. Contrast the review and advertisements on your sheet with those of a newspaper which is a page from a different paper.

E. Bring in from a magazine or newspaper what you consider to be a good write-up of a movie. Tell the reason that you consider it a worthwhile one.

## V. Summary of Unit Assignment Sheet, Page 1 and 2.

Make a booklet of a movie or movies you have particularly enjoyed recently. You may be able to find some pictures with which to illustrate it, and a photograph of the actors.

For each movie that you discuss in your booklet, answer the following questions about it in the blanks.

- A. What have you learned from the movie?
- B. Did anything make you laugh? (What was it?)
- C. Do the same for sadness.
- D. Did you feel that you repeated some of the words and the pictures right?
- E. Did you enjoy it? Why?
- F. Include a magazine or newspaper review of the movie.
- G. Explain the reason for its being (good or bad).



UNIT VI --- INTRODUCTION TO THE RADIO 1/

## I. Aims

1. To learn more about the radio - its history, programs, and personalities.
2. To encourage the boys and girls to listen to the best programs for timely and valuable information, a widening of interests, and greater enjoyment.
3. To afford students an opportunity to discuss orally and in writing their ideas and particular interests in the field of radio.

## II. Procedure

Next week we are going to do some work that is connected with radio. You will not only write about radio, but will actually broadcast to the whole school the best of what you have written. Beginning today I want you to keep a list of the programs that you listen to each day this week. Write down the names of the programs, the time, the station, the names of the announcers (if you know them) and the artists who take part. (Give definite directions as to form desired.)

Also be on the lookout for articles in newspapers and magazines about radio. Watch the radio page of the Sunday editions for pictures of the stars and items about programs. Next Monday bring to class your carefully prepared list of programs together with any material (books, pictures, articles) which would be helpful in our radio work. Every little item helps!

-----  
You are probably wondering why I have asked you to gather all this material about radio. The first reason is that radio plays a big part in the world of today and in your everyday lives. Therefore it is worth studying. A study of the history of radio will give us some idea of how rapidly it has grown and what the future may hold. Secondly, by exchanging ideas about programs and people on the air, you will find new ways of getting fun and information from your radios.

Now let us hear about your favorite programs. (Children report informally.)

(Finally have them consider orally or in writing such questions as the following. Insist that they be frank and honest and give real reasons for their answers.)







- a. What is your favorite program? What do you particularly like about it? the story? the type? the music? the artists? the questions? the master of ceremonies?
- b. Does the story hold your interest?
- c. Are the actors convincing?
- d. Do they speak clearly?
- e. Does the music fit the story?
- f. Do the sound effects make the story more real or do they confuse the audience?
- g. Does the program move along smoothly or does it lag?
- h. (On a quiz program) Are the questions of interest? Are they difficult enough to challenge you?
- i. Is the announcer's voice clear, pleasant, and convincing?
- j. Does the master of ceremonies make the artists and the audience feel at ease? Does he keep the program moving?
- k. Does the advertising "plug" take a fair amount of time, or is it too long?
- l. Have you any suggestions for improving the program?

(Be sure that the children think through their answers. From the discussion standards should begin to emerge.)

As our first assignment each one will make his own "Guide to a Good Radio Program."

Now let us choose a committee to work out a class guide from your individual lists.

-----  
We already have one committee at work on a script for our broadcast (Guide to a Good Radio Program), but there are many other interesting topics to consider. Have you any suggestions? (Supplement children's suggestions with the following:)

1. History of radio
2. Our favorite programs day by day
3. Radio personalities - artists, announcers, speakers, commentators
4. An adventure in discovery (exploring the ether for new programs and report on findings)
5. Original scripts
6. Comedians of the ether - personalities of comedians, their gags, stooges, and how their programs are built up, how the studio audience is used to enhance the effect

(Class may then be divided into working groups according to special interests.)





When you are writing your article, remember that it must be good enough to broadcast to the whole school.

(Class periods for the next day or two should be spent in research, writing the articles, and getting them into final shape. They may later be typed and put into the form of a magazine which could be exhibited in the library. The scripts may be used in a radio broadcast from the auditorium stage over the school network.)

- IV. Materials - (These pamphlets are obtainable by writing to N. B. C. Radio City, N. Y .) "N.B.C. Presents"  
 "Listening to Learn" (Outlines day by day service to schools)  
 "Aids to Listening"

C.B .S. 485 Madison Ave., N.Y.C.

Free monthly listing "CBS Student Guide" (Educational and cultural programs classified for each day of the week)

"Teacher's Manual and Classroom Guide" - Educational Dept. of CBS.

National Association of Broadcasters, Normandy Building, Washington, D. C.  
 "How to Use Radio in the Classroom"

I. Keith Tyler, Ohio State University, Columbus, Ohio  
 "Sources of Materials for Radio in Education"

Monthly Magazine

"Listeners Digest" (Good things from radio presented in brief 25¢ per copy)





A similar procedure was followed in grades 8 and 9. Unit Committees were appointed and units were made to fit the objectives and materials of both grades. In each case the Unit Committee and chairman of English suggested improvements and helped with revisions. Grade 9 units were made by the chairman.

#### GRADE EIGHT

#### UNIT I --- WHEN WE GO TO THE MOVIES 1/

##### Objectives:

1. To teach boys and girls salient facts behind an industry that attracts eighty-five million individuals a week;
2. To help boys and girls to develop standards for measuring what is worthwhile in the motion pictures;
3. To help boys and girls to enjoy motion pictures by a better selection;
4. To help boys and girls to enjoy motion pictures by giving them an understanding of technical facts behind motion pictures.

-----

##### I. A Brief History of the Movies

###### A. "The Wheel of Life"

1. Appeared in England in 1833
2. Cylinder, rotating made the pictures apparently move

###### B. "Paddle Wheel"

1. Invented by Coleman Sellers, an American mechanical engineer, in 1860
2. Revolving blades put in box; each blade containing a picture

###### C. Thomas Alva Edison

1. Edison and George Eastman, founder of the Kodak Company, invented "kinetoscope"
2. Demonstrated in laboratories at West Orange, N.J., in 1889

###### D. Edwin S. Porter

1. Produced two pictures based upon his, Edison's and Eastman's ideas
2. The first two films
  - a. "The Life of an American Fireman"
  - b. "The Great Train Robbery"

###### E. The Development of Sound

1. Demonstrated for the first time in 1926 by means of a sound record on a disk like a phonograph record

1/Unit made by Mr. Arthur Howard, Weeks Junior High School







## 2. Sound-on film method is now used

- II. A Motion Picture Vocabulary - Classroom Activity; Have boys and girls consult motion picture reviews in newspapers for definitions of the following terms: (Also see texts, motion picture magazines, dictionaries, etc.)
- A. Action - the director's signal to the players to begin performing
  - B. Angle shot - a view taken obliquely
  - C. Camera angle - position of the camera governed by the mood of the scene
  - D. Close-up - scene or action taken with the character or object close to the camera
  - E. Cut-back - scenes which are returns to previous action
  - F. Cutting - editing of film
  - G. Dark room - room in which film is developed
  - H. Director - person who superintends production of the motion picture
  - I. Double exposure - the exposure of a negative film in a camera twice before developing
  - J. Dubbing - re-cording of all or part of a sound film for new master record
  - K. Fade-in - gradual appearance of the picture
  - L. Fade-out - gradual disappearance of the picture
  - M. Feature - a film several reels long
  - N. Interior - scene to be taken inside a building
  - O. Location - a place other than a studio selected for a motion picture scene
  - P. Long shot - a scene photographed, using the entire angle of camera lens
  - Q. Negative - film developed after exposure in the camera
  - R. Print - the positive after exposure and development
  - S. Reel - unit of motion picture length, about 1,000 feet of film
  - T. Release - publication of a moving picture
  - U. Retake - rephotographing a scene
  - V. Scene - action taken at a single camera setting
  - W. Scenario - description of the action of a proposed motion picture
  - X. Set - room, street, etc. built in studio
  - Y. Shooting a scene - photographing the scene
  - Z. Still - photograph - a static photo

## III. The Best Motion Pictures

### The Movie Parade

#### Classroom Activities

- A. Talk over some of the "old-time" pictures with your dad and mother
- B. Do you believe pictures have improved? Write a paragraph telling in what ways they have changed.





C. Under the following headings, classify some of the pictures you have seen recently:

1. Adventures
2. Detective
3. Comedy
4. Slap stick comedy
5. Pictures based on books
6. Pictures based on history
7. Lives of Famous People
8. Plays
9. Films of fact
10. Trick films

#### IV. Classroom Activities

A. Select some story read this year. Cast each role carefully.

1. Midsummer Night's Dream
2. Evangeline
3. The Great Stone Face
4. The Legend of Sleepy Hollow
5. Rip Van Winkle

B. Write a motion picture review of a film recently seen. Include in your review the following information:

1. Producer
2. Director
3. Actors and Actresses
4. Technicolor or black and white
5. Type of film
6. Recommended for what type of audience

C. List the ten best films you have ever seen. Include the names of the stars or the featured players.

D. Select a character from a film you have recently seen.

Be prepared to answer the following questions:

1. Does he do what a person in real life would do?
  2. Does he use judgment in making decisions?
  3. Does he manage his own life or trust to chance?
  4. Does he know how to make the world a better place?
- Does he work for this?

E. Keep a scrap book of unusual advertisements, reviews, advance notices, publicity stories. Check advertisements after seeing picture to note whether film lives up to advance notices.

F. Motion Picture Day in the Classroom

Select a chairman. Prepare talks on the following topics. Leave enough time at the close of period for class discussion.

1. The Legion of Decency
2. Motion Picture Jargon
3. Lon Chaney versus Charles Laughton. Who made the better "Les Miserables" or "The Hunchback of Notre Dame"?



3. Order the following readings, classifying some of the pictures as have been recently:

1. Adventure
2. Detective
3. Comedy
4. Epic style comedy
5. Pictures based on books
6. Pictures based on history
7. Pictures of famous people
8. Tragedy
9. Films of fact
10. Epic films

IV.

Classroom activities  
 A. Select one story read this year. List each role carefully.

1. Alexander the Great
2. The Great Escape
3. The Legend of the Holy Grail
4. The Vanishing Point

B. Write a short picture review of a film. Include in your review the following information:

1. Producer
2. Director
3. Actors and actresses
4. Technical aspects of film and story
5. Type of film
6. Recommended for what age group

C. List the ten best films you have ever seen. Include the names of the stars or the featured players.

D. Select a character from a film and write a story about him or her.

1. Do you think a picture is worth the money it costs?
2. Do you think a picture is worth the money it costs?
3. Do you think a picture is worth the money it costs?
4. Do you think a picture is worth the money it costs?
5. Do you think a picture is worth the money it costs?

E. Keep a record book of unusual advertisements, posters, and other notices. Publish them. When advertisements are seen, record them. When other notices are seen, record them. When other notices are seen, record them.

F. Motion picture day in the classroom. Select a picture. Prepare a list of the following questions. Leave enough time at the close of period for class discussion.

1. The legend or history
2. Motion picture day
3. How many pictures were shown? Who made the picture? Was it successful? The importance of the picture?

4. The Story of Walt Disney
5. Are you for Double Features?
6. The March of Time
7. Will Television harm the movies?
8. The ten finest people in Hollywood
9. The Career of Bette Davis
10. Hollywood Directors
11. The Legend of Greta Garbo
12. Donald Duck Interviews Mickey Mouse
13. Do Movie Stars receive too much publicity?
14. What makes a star?
15. Is Paul Muni a great actor?
16. Famous bit players
17. One's chances for success in the movies
18. The work of Will Hayes
19. The Government films
20. What movie tonight?
21. Cinema fashions
22. David Wark Griffith
23. Castles in the Air
24. When the talkies came
25. The nature and value of censorship
26. Have you ever written a fan letter?

#### V. Bibliography for the Teacher

- |   |                                   |
|---|-----------------------------------|
| A. <u>Movie Parade - 1936</u>                             | Paul Rotha - 1936                 |
| B. <u>The New Spirit in the Cinema</u>                    | Huntly Carter - 1930              |
| C. <u>Film and School</u>                                 | Helen Rand & Richard Lewis - 1937 |
| D. <u>America at the Movies</u>                           | Margaret Farrand Thorpe - 1939    |
| E. <u>How to Appreciate Motion Pictures</u>               | Edgar Dale - 1935                 |
| F. <u>Children and Movies</u>                             | Alice Miller Mitchell - 1929      |
| G. <u>Know Your Movies</u>                                | Wolford Beaton - 1932             |
| H. <u>Scenario and Screen</u>                             | Frances Taylor Patterson - 1928   |
| I. <u>The Film Till Now</u>                               | Paul Rotha - 1930                 |
| J. <u>The Photoplay as Literary Art</u>                   | Walter Barnes - 1936              |
| K. <u>Moviemakers</u>                                     | John Flaherty - 1935              |
| L. <u>Our Movie-made Children</u>                         | Henry James Forman - 1933         |
| M. <u>Photoplay Appreciation in American High Schools</u> | William Lervin - 1934             |
| N. <u>Motion Pictures and Youth</u>                       | W. W. Charters - 1937             |
| O. <u>You and I and the Movies</u>                        | Rose R. Terlin - 1936             |



- 1. The story of Walt Disney
- 2. Are you for Double Feature?
- 3. The March of Time
- 4. Will Television harm the movies?
- 5. The can finest people in Hollywood
- 6. The Career of Greta Garbo
- 7. Hollywood Directors
- 8. The Legend of Greta Garbo
- 9. Donald Duck Interviews Mickey Mouse
- 10. Do movie stars receive too much publicity?
- 11. What makes a star?
- 12. Is Paul Robeson a great actor?
- 13. Famous bit players
- 14. One's chances for success in the movies
- 15. The work of Will Hays
- 16. The Government Film
- 17. What movie is tonight?
- 18. Cinema Technique
- 19. David Wark Griffith
- 20. Castles in the air
- 21. When the bell tolls
- 22. The nature and value of cinema
- 23. Have you ever written a fan letter?

Bibliography for the Teacher	
A. Movie Landings - 1938	
B. The Art of the Screen	
C. Film and School	
D. Movies in the Classroom	
E. How to Appreciate Motion Pictures	
F. The Motion Picture Industry	
G. From Silent Movies	
H. The Motion Picture Industry	
I. The Motion Picture Industry	
J. The Motion Picture Industry	
K. The Motion Picture Industry	
L. The Motion Picture Industry	
M. The Motion Picture Industry	
N. The Motion Picture Industry	
O. The Motion Picture Industry	
P. The Motion Picture Industry	
Q. The Motion Picture Industry	
R. The Motion Picture Industry	
S. The Motion Picture Industry	
T. The Motion Picture Industry	
U. The Motion Picture Industry	
V. The Motion Picture Industry	
W. The Motion Picture Industry	
X. The Motion Picture Industry	
Y. The Motion Picture Industry	
Z. The Motion Picture Industry	

### Magazines and Bulletins

American Cinematographer - \$2.50 a year

1782 North Orange Drive

Hollywood, California

Books and Films - \$1.00 a year (monthly publication)

1118 Clifton Boulevard

Cleveland, Ohio

The Educational Screen - \$2.00 a year (monthly publication)

64 East Lake Street

Chicago, Illinois

Motion Picture Producers and Distributors of America, Inc.

Community Service Department

28 West 44th Street

New York, N. Y.

(Write for information)



Magazines and Bulletins

American Cinematographer - \$4.00 a year  
1982 North Orange Drive  
Hollywood, California  
Books and Films - \$1.00 a year (monthly publication)  
1112 Clifton Boulevard  
Cleveland, Ohio  
The Educational Screen - \$2.00 a year (monthly publication)  
64 East Lake Street  
Chicago, Illinois  
Action Picture Journal and Motion Picture News, Inc.  
Community Service Department  
36 West 44th Street  
New York, N. Y.  
(Write for information)

## UNIT II --- WRITING FOR THE SCHOOL PAPER 1/

"Say what you have to say in the simplest, the most direct and exact manner." - - - Walter Pater

- I. Objectives
  - A. To learn to write an effective news story
  - B. To learn to write the headline for the news story
  - C. To learn to write an editorial
- II. Elements of this unit
  - A. Actual newspapers to be used both as sources of information and laboratory purposes
  - B. Exercises in writing news stories, headlines, and editorials
  - C. As editorial board, including all members of the class and consisting of a "managing editor" and committees to be in charge of news, headlines and editorials
  - D. A class (or division) "newspaper" compiled from best papers at conclusion of unit
- III. Procedure
  - A. Suggested approaches to study of news story
    1. Have news committee bring to class several different newspapers of the same date
    2. Have pupils read to class a few news items that are common to all papers (excluding press association news)
      - a. Compare reports, in so far as possible, for accuracy and completeness of information
      - b. Compare for style, vocabulary, and varied sentence structure
    3. By questions, draw out from class the difference between the news story and the compositions they are accustomed to writing
      - a. News story gives the climax in the first paragraph, called the "lead", by telling (1) who? (2) what? (3) where? (4) when? and (5) why?, followed by the detail paragraphs
      - b. In the usual narrative type composition, the climax is kept back until near or at the end
  - B. Suggested exercises for writing a news story
    1. Divide class into groups and assign to each group topics of current school activity on which to write the "leads", i.e., assembly programs, sports, class or club meetings, episodes from literature reading, etc.







2. Have leads read and discussed, checking for accuracy in the who, what, where, when, and why of the paragraph
  3. Have the complete news stories written from the corrected and improved leads
  4. Have complete news stories read and discussed for brevity and varied sentence structure
  5. Have all papers submitted to news committee to select best reports for the class newspaper
- C. Suggested approach to study of headlines
1. Have headline committee collect a number of news stories from different papers (have several on the same news story). Number the items and make a copy of all the headlines, then clip the headlines from the items.
  2. Consider the headlines of stories previously studied
    - a. Note terse, slogan-like quality
    - b. Should be "catchy", but grammatical, omitting small words like a, an, the
    - c. Must sum up the main idea which the reader will recall after he throws the paper away
- D. Suggested exercises for headline writing
1. Have stories with headings clipped passed around for pupils to read and to write their own headlines
  2. Have headlines read and discussed for brevity, clarity, and completeness
  3. Compare pupils' headlines with original newspaper headlines
  4. Have pupils write headlines for original news stories
- E. Suggested approach to study of the editorial
1. Have the editorial committee bring to class several newspaper editorials suitable to discuss in class. (insofar as possible, it would seem advisable to bring in editorials that deal with news stories previously studied)
  2. Have pupils read editorials to class, then compare with the news story
    - a. Facts plus the writer's opinion
    - b. Purpose is to influence reader
- F. Suggested exercises in editorial writing
1. Have pupils write editorials on topics of school or of general interest
  2. Have editorials read and discussed for statement of opinion
  3. Have same editorials criticized for brevity, clarity, vocabulary, and varied sentence structure
- G. Compiling the newspaper
1. Submit best news stories, headlines, and editorials to chairmen of committees who will work with the



3. Have leads read and discussed, checking for accuracy in the who, what, where, when, and why of the paragraph.
4. Have the complete news stories written from the corrected and improved leads.
5. Have complete news stories read and discussed for brevity and varied sentence structure.
6. Have all papers submitted to news committee to select best reports for the class newspaper.
7. Suggested approach to study of headlines:
  1. Have headline committee collect a number of news stories from different papers (have copies of the news story). Under the lines and make a copy of all the headlines; then fill the headlines from the items.
  2. Consider the headlines of stories previously collected:
    - a. Note errors: misspellings, etc.
    - b. Note "copy" headlines, for example, "The ..."
    - c. Note the headlines which are too long or too short.
    - d. Note the headlines which are too general or too specific.
  3. Suggested exercises for headline writing:
    1. Have students write headlines which are too long or too short and correct them.
    2. Have students read and discuss the headlines which are too general or too specific.
    3. Compare good headlines with original headlines.
    4. Have students write headlines for stories which are too general or too specific.
  8. Suggested approach to study of lead writing:
    1. Have the editorial committee select the best lead from newspaper articles which are too general or too specific.
    2. Have students write leads which are too general or too specific.
    3. Have students read and discuss the leads which are too general or too specific.
    4. Have students write leads which are too general or too specific.
  9. Suggested exercises in editorial writing:
    1. Have pupils write editorials on topics of general interest.
    2. Have editorials read and discussed for clarity and brevity.
    3. Have some editorials criticized for clarity and brevity.
    4. Have pupils write editorials on topics of general interest.
  10. Summing the newspaper:
    1. Select best news stories, headlines, and editorials to publish in a newspaper.



- "managing editor" in selecting final papers. Everyone should, if possible, be represented by at least one paper
2. When papers are selected, the managing editor may take charge of an English period and read to the group "the class newspaper." Then clip them together as a permanent exhibit

#### IV. References

##### A. Textbooks

- Center and Holmes, Elements of English, First Year, Allyn & Bacon
- Chapman, Using English, Book One, Harcourt, Brace
- Denny, Skinner and Skinner, Our English, Eighth Year, Scribner's
- Lyman, Johnson and McGregor, English in School, Home, and Community, Ginn
- Pearson and Kirchwey, Essentials of English, Higher Grades, American Book
- Scott, Peet, Robinson, and Bigelow, The Open Door English Series, Book I, Houghton Mifflin
- Teuscher, Johnson and Howard, Junior Language Skills, Book Two, Harcourt, Brace
- Tressler and Shelmadine, Junior English in Action, Book II, Heath

##### B. Periodicals

- Myra L. McCoy, "Why Offer a Course in High School Journalism," School and Society, 36: 244-6, August, 1932
- B. J. R. Stolper, "Newspaper Unit for Schools," Teachers College Record, 36: 20-9, October, 1934
- Sarah Agnes Wallace, "Study of Newspapers," English Journal, 22: 45-7, January, 1933

#### V. Desired Outcomes

- A. Cooperation in study and practice
- B. Experiences in newspaper writing
- C. Realization of the importance in reporting the truth
- D. Stimulation of forming opinions
- E. Development of clearness, conciseness, and vividness of style
- F. Appreciation of the use of the exact word
- G. Training in the evaluation of facts and ideas
- H. Development of a constructively critical attitude
- I. Pride in accomplishment through "publication" of papers
- J. Careful planning of work
- K. Accomplishment of high standard of excellence





UNIT III --- CONVERSATION 1/

## I. Objectives

- A. To make the gift of speech a social asset and expression a means of interesting, instructive, and fascinating conversation
- B. To help the child acquire social poise in conversation with others and develop personality through the art of conversation
- C. To help the child develop the habit of using his ability to appreciate conversation of others
- D. To develop the powers of expression in a socially constructive way
- E. To acquaint pupil with variety of stories for entertainment
- F. To lead pupil to use, in conversation, information on subjects within the range of his experience and interest

## UNIT A

## II. Teaching Unit and Elements

A. Telling stories and anecdotes to little children or classmates1. Source of material

- a. Stories from books read
- b. Short stories
- c. Animal stories - from books or original
- d. Myths
- e. Legends of foreign countries
- f. Christmas stories
- g. Humorous stories about exploits of younger days
- h. Childhood experiences of famous men and women
- i. Personal experiences such as embarrassing moments, narrow escapes, camp tales, etc.
- j. Accounts from magazines and newspapers about current experiences of policemen, news reporters, aviators, etc.
- k. Anecdotes about famous people
- l. Original imaginative stories
- m. Dramatization of stories read in class
- n. Story of a poem studied in class
- o. Good Luck Stories
- p. Stories from history - pioneers, exploration, etc.
- q. Current events
- r. Indian stories



# UNIT III - CONVERSATION

## I. Objectives

- A. To make the gift of speech a social asset and expression of interest, initiative, and imagination
- B. To help the child acquire social skills in conversation with others and develop personality through the social conversation
- C. To help the child develop the habit of using his ability to appreciate conversation as a social activity
- D. To develop the power of expression in a socially constructive way
- E. To encourage pupils with variety of stories for entertainment
- F. To lead pupils to use in conversation information on subjects within the range of their experience and interest

## II. Teaching Unit

- A. Initial stories and illustrations in form of pictures
- 1. Stories from books
- 2. Stories from magazines
- 3. Stories from newspapers
- 4. Stories from radio
- 5. Stories from television
- 6. Stories from records
- 7. Stories from films
- 8. Stories from comic books
- 9. Stories from children's magazines
- 10. Stories from children's newspapers
- 11. Stories from children's radio
- 12. Stories from children's television
- 13. Stories from children's records
- 14. Stories from children's films
- 15. Stories from children's comic books
- 16. Stories from children's magazines
- 17. Stories from children's newspapers
- 18. Stories from children's radio
- 19. Stories from children's television
- 20. Stories from children's records
- 21. Stories from children's films
- 22. Stories from children's comic books
- 23. Stories from children's magazines
- 24. Stories from children's newspapers
- 25. Stories from children's radio
- 26. Stories from children's television
- 27. Stories from children's records
- 28. Stories from children's films
- 29. Stories from children's comic books
- 30. Stories from children's magazines
- 31. Stories from children's newspapers
- 32. Stories from children's radio
- 33. Stories from children's television
- 34. Stories from children's records
- 35. Stories from children's films
- 36. Stories from children's comic books
- 37. Stories from children's magazines
- 38. Stories from children's newspapers
- 39. Stories from children's radio
- 40. Stories from children's television
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- 42. Stories from children's films
- 43. Stories from children's comic books
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- 63. Stories from children's films
- 64. Stories from children's comic books
- 65. Stories from children's magazines
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- 90. Stories from children's records
- 91. Stories from children's films
- 92. Stories from children's comic books
- 93. Stories from children's magazines
- 94. Stories from children's newspapers
- 95. Stories from children's radio
- 96. Stories from children's television
- 97. Stories from children's records
- 98. Stories from children's films
- 99. Stories from children's comic books
- 100. Stories from children's magazines

Unit made by Miss Pearl Hamilton, Junior Union High School

## 2. Selecting the story

- a. It should have value because of
  - Sense of surprise of mystery
  - Struggle - conquest
  - Humor
  - Originality
  - Conversation
- b. It should interest and please the story teller as well as the audience
- c. It should be appropriate for the audience

## 3. Preparing the story

- a. Have the story "move." Omit too many details.
- b. Have a "moving picture" of your story before you begin.
- c. Use words that your audience can understand.
- d. Do not memorize the story. Use free and easy language - avoid bookish expressions.
- e. Use variety of expression.
- f. Try the story out on your family.
- g. Work for a good beginning and ending.

## 4. Telling the story

- a. Remember that everybody loves a good story.
- b. Let your manner tell your friends that you enjoy telling the story.
- c. Let your voice help interpret the story.
- d. Enunciate well - every word is important.

## 5. Judging the story

- a. Was the story suitable?
- b. Was the point clear?
- c. Did it move to its highest point and then end quickly?
- d. Did you hold the attention of the audience?
- e. Would they like to hear another?
- f. What improvements would they suggest
  - In selection?
  - In choice of words?
  - In voice and manner?
  - In English?

## III. Procedure - Activities

### A. Suggested approaches

- 1. Read or tell parts of biographies or autobiographies. Do you know any similar experiences or have you read or heard any?
- 2. Find pictures of people telling stories -- sailor's yarns - country store - campfire
- 3. Study the newspaper and magazines for current topics.
- 4. Tell anecdotes about Lincoln etc. -- explain necessity of making "point" of story clear.



2. Defining the story

- a. It should have value because of:
    - Struggle - contrast
    - Humor
    - Originality
    - Conversation
  - b. It should interest and please the story teller as well as the audience
  - c. It should be appropriate for the audience
3. Preparing the story
- a. Have the story "move." Omit too many details.
  - b. Have a "moving picture" of your story before you begin.
  - c. Use words that your audience can understand.
  - d. Do not memorize the story. Use lines and easy language - avoid needless expressions.
  - e. Use variety of expression.
  - f. Try the story out on your family.
  - g. Work for a good beginning and ending.
4. Telling the story
- a. Remember that everybody loves a good story.
  - b. Let your manner tell your listener that you enjoy telling the story.
  - c. Let your voice help interest in the story.
  - d. Pronounce well - every word is important.
5. Judging the story
- a. Was the story well told?
  - b. Was the point clear?
  - c. Did it move as the listener would like it to?
  - d. Did you hold the attention of the audience?
  - e. Would they like to hear another?
  - f. What improvements would they suggest?
- In selection  
In choice of words?  
In voice and manner?  
In English?

III. Procedure - Activities

- A. Suggested approaches
- 1. Read or tell parts of biographies or autobiographies. Do you know any similar experiences of your own? or hear any?
  - 2. Find pictures of people telling stories -- tell them.
  - 3. Study the newspaper and magazines for various stories.
  - 4. Tell anecdotes about Lincoln etc. -- explain necessity of making "point" of story clear.

5. Retell some of your earlier experiences or retell part of book to arouse enthusiasm.
6. Tell one story showing how mannerisms, voice, and gestures make it more effective.
7. Review stories about pioneers, aviators, explorers, etc.
8. Read narrative poems.
9. Get original animal stories by reading some of Terhune's stories.

#### B. Suggested Activities

1. Give an account of a current happening so that even a young child may understand it.
2. Plan to tell something about yourself - a personal experience as if you were writing your own autobiography
3. Pretend that you spent Christmas in a foreign country. Tell legends and customs. Retell one of their Christmas stories.
4. Dramatize a joke, anecdote, story, or poem using other characters to help you.
5. Pretend that you are a famous person - tell about yourself.
6. Tell about your pet or about some animal about which you have read.
7. Have one group tell stories of one kind -- animal - history, etc. (First tell students about Tales of a Wayside Inn.)
8. Have informal book conversation -- no prepared talks.
9. Pretend that you are a book character. Tell about your experiences.
10. Retell tales told by grandfather, etc.
11. Pretend you lived in pioneer days. (Stories from history)
12. Tell a short story for entertainment -- as if you were sitting around a camp fire.
13. Pretend you are telling a story over the radio -- your voice will be "the whole story."

### UNIT B

## II. Procedure -- Activities

### A. Suggested approaches

1. Find out what policies or procedures would be strange to a new teacher or pupil
2. Find out what policies or procedures in junior high school were different from those in the elementary school
3. What policies have you liked in your friends' homes that you would like to adopt in yours?





4. What policies in your school would need explaining to an adult who has been out of school for some time?
5. Have you ever had to ask directions for doing something or going somewhere? Then you realize it is not an easy matter to give accurate directions worded so as to be readily understood.

#### B. Suggested activities

1. Let a new pupil (if possible) approach another pupil for information about the school.
  - a. Traffic rules
  - b. Cafeteria
  - c. Gymnasium
  - d. Clubs
  - e. Council
  - f. Assembly
  - g. Lost and Found
  - h. Excuses for absence
  - i. Seventh period
  - j. Fire drill
  - k. Bicycles
2. Plan a hobby exhibit
  - a. Prepare talks as a background for understanding of exhibit
  - b. Demonstration talk using models, charts, etc.
  - c. Group talks -- My Hobby
3. Have a new pupil inquire how to get to places of interest in the city
4. Pretend that a driver of a car inquired from you how to get to Route 128 from your school.
5. Plan a Treasure Hunt - draw a map and explain it.  
(Other games might be used.)

### UNIT C

## II. Teaching Unit and Elements

### C. Interviewing

1. Occasions for interview
2. a. School paper
  - b. Guidance
  - c. Advice
  - d. Applying for work for afternoons
  - e. Teacher about work
2. Factors necessary to elicit goodwill of person interviewed
  - a. Request for interview in advance
  - b. Friendly manner of applicant
  - c. Neat appearance
  - d. Reasons for interview





- e. Voice
- f. Brief interview - be considerate of others. Time is valuable. Plan straight forward questions.

### III. Procedure - Activities

#### A. Suggested approaches

1. Discuss reasons why it is important to interview quickly and intelligently. Explain loss of time to all involved if the applicant is slow to make himself understood.
2. Have you tried to collect autographs? Tell about attitude of others who were anxious to do the same. How did celebrity comply with requests?
3. Have you ever interviewed anyone for the school paper?
4. Where would you go for advice about selection of course?
5. Have you ever applied for any kind of work? -- Shoveling snow? Caddying? Care of children?
6. Sometimes delivering messages verbally for your teacher results in a short interview. Most of us have had this experience.

#### B. Suggested activities

1. List rules of conduct necessary for successful interview.
2. Make a definite plan to guide you before you seek your interview.
3. Plan an interview with your teacher to acquaint her with any talent you possess so that you may take part in a program or assembly.
4. Find out how to stock an aquarium -- what to buy for your summer at camp, what books to read during the summer, etc.
5. Obtain advice from your guidance teacher what electives to select.
6. Seek information from college graduates about choice of college for you.
7. Obtain advice about choice of camp.
8. Interview a neighbor about taking care of his lawn for the summer.
9. Interview some one for a chance to speak or sing on the radio.

### UNIT D

## II. Teaching Unit and Elements

### D. Social Conversation







1. One of our chief social privileges is the pleasure of exchanging opinions and experiences with others, listening to the entertaining conversation of friends, asking and answering questions.
2. Some suitable topics are:
 

Games	School
Books	Nature
News	Athletics
Hobbies	Observations
Travel	Special interests
Animals	Scientific discoveries
Inventions	Radio programs
3. Etiquette
  - a. Avoid embarrassing topics.
  - b. Be a good listener as well as talker.
  - c. Do not interrupt -- ask your questions or volunteer information when person has finished talking.
  - d. Remember that everyone doesn't think the same about a topic. Do not force your opinion. Be tolerant.

### III. Procedure -- Activities

#### A. Suggested approaches

1. Informal book talks begun by teacher who then lets pupils continue -- impromptu talks
2. Suggest situations which stimulate conversation such as games, assemblies, etc.
3. List different topics upon which you converse daily. See how varied they are.
4. Start the class off by talking about a recent assembly. Almost everyone will have something to offer.
5. Tell them of a trip you have taken. They'll enjoy talking about theirs, too.
6. Did you hear the animal stories over Station ---- last night? It reminded me about ----- etc.

#### B. Suggested Activities

1. Discuss with a group who is interested some good book on aviation, travel, etc.
2. Tell one group how to play a game or perform a trick. They'll tell you a new one.
3. Discuss with another boy a game you attended recently.
4. What do you know about current affairs in a foreign country?
5. What policies or activities in your school would you like to change?
6. Talk over a newspaper item or radio talk about some star player in the sport field.
7. Introduce a guest to a company of your friends and follow with suitable conversation.





8. Plan a telephone conversation with a friend about some activity you are planning -- a program -- a picnic.
9. Inquire about a sick friend over the telephone.
10. Travel conversation.
11. Discuss some historical event.
12. Talk over a recent radio program which you enjoyed.
13. Pretend that you are receiving and greeting guests.
14. Discuss with your friend, some of your leisure time activities such as: social affairs, fairs, music, sports.
15. Note classmates who speak most effectively. Why do they? Is it manner, choice of words, or familiarity with the subject?

References omitted but to be included in final draft of unit.  
See original unit for these references.

#### V. Desired Outcomes

##### A. Knowledge and understanding of

1. Contribution that direct discourse gives to the effect in telling an anecdote or story
2. Methods of obtaining and carrying on an interview
3. The effect modifiers and expressive verbs have on making a sentence vivid and clear.
4. Use of variety in expression -- mature sentences.
5. Sources of story material.
6. Enough technique to be able to judge and correct others as well as himself.
7. Wide range of subject matter.

##### B. Habits and skills

1. Encourage the following habits:
  - a. Careful planning before presentation of all work not contributed spontaneously
  - b. Development of all means of appeal such as pleasant voice, correct pronunciation, skillful and correct use of English previously presented
  - c. Using clear -- cut sentences
  - d. Freedom in manner and delivery
2. Skills to be developed:
  - a. Selecting only the details necessary to accomplish one's purpose when relating an anecdote
  - b. Keeping the listener in suspense
  - c. Picturing people and relating events so that your audience shares your experience
  - d. Power to organize material in a logical way for an explanation
  - e. Planning an interview to attain one's objective in a minimum amount of time





### C. Attitudes and appreciations

#### Appreciation of:

1. The need to select a story that will interest the audience, remembering to regard the feelings of others.
2. The importance of feeling that you know your story so well that you can make it clear. The skilled story teller pictures everything in his mind but does not memorize what he is going to say.
3. The need for brevity and accuracy in an explanation
4. The importance of appearance, manner, and voice in a social conversation
5. The fact that we are living in a speaking world, a world of telephone talking, motion picture talking, and radios -- that conversation contributes much to a high standard of social living.





## UNIT IV --- MAKING SUMMARIES AND OUTLINES

- I. Objectives
  - A. To get the meaning effectively from an article read.
  - B. To learn to organize ideas.
  - C. To develop clear thinking and its expression in good sentences.
- II. Elements of the unit
  - A. Writing summaries
  - B. Making definitions
  - C. Making outlines
    1. Sentence
    2. Topic
- III. Time allotment
 

10 to 12 periods, with one additional period for the final test
- IV. Bibliography
 

Fact and Story Reader, Book 7 -- Suzalle et al. -- American Book Co.

Experiments in Reading, Books I and II, McCall et al -- Harcourt, Brace and Co.

Better Language Habits -- Teuscher, Chapman, Cook -- Harcourt, Brace and Co.

Language Arts for Modern Youth, Book II -- Cassell, Oberhaltzer, Bruner-Merrill

Mastery in English -- Neville, Kelly, Thorpe -- Rand, McNally

English in Action, Course I, Third Edition -- Tressler -- Heath

Building Language Skills -- Tressler and Shelmadine -- Heath

Junior English in Action, Book II, 1933 Edition -- Tressler and Shelmadine -- Heath

The Open Door Language Series, Third Book -- Scott et al -- Houghton Mifflin

Essentials of Every Day English, Book II (Practice Book) -- Ferris and Keener -- Laidlaw Bros.

Using English, Book I, New Edition -- Chapman -- Harcourt, Brace and Co.

### Part I

- V. Procedure and activities
  - A. Suggested approach
 

Do you sometimes find your social studies or your science assignments difficult? What do you think makes them so?







Perhaps you take a test on some reading you have been required to do and you don't succeed very well, though you may have read the article more than once. How do you account for this? You would suggest, then, that it might be a help if we could find some way to improve that?

## B. Activities

(Mimeographed copies to be given to the pupils.)

1. Our object in this exercise to find out how much you comprehend and remember of what you read.

Read a short selection chosen by your teacher from Experiments in Reading, Book I. Read the selection only once, but not too rapidly for understanding. This is not a speed test. Test your ability to comprehend and remember by answering the questions on the selection at the back of the book.

2. Perhaps you want something to help you remember the principal ideas of an article, even though you may not recall all the details you would like to. For this purpose a summary is useful. A summary is a brief statement of the main points of a selection.

You will find in most paragraphs of information a brief statement of the subject of the paragraph. This is called the topic sentence. Generally, it is the first sentence, though sometimes it may be the second, or even the last.

Using the selection from Experiments in Reading, select the topic sentence from each paragraph. Discuss with your teacher and the class whether or not you get from it a fairly comprehensive idea of what the paragraph is about. If not, you may wish to add to it or make a second sentence. When you and your teacher agree that you have a satisfactory summarizing sentence, she will write it on the blackboard. Sometimes a paragraph has no topic sentence. In that case, find the principal thought and put it into one compact sentence. When these sentences have been put together, you have a summary of the article.

3. Read a longer selection from Experiments in Reading. Take the test. Is your record any better than that of the first test?
4. Write a summary of the article, proceeding as follows: Study the first paragraph. Has it a topic sentence



Perhaps you take a pass on some reading you have been re-  
quired to do and you don't succeed very well, though you  
may have read the article more than once. For so you re-  
count for this. You would suggest, then, that it might  
be a help if we could find some way to improve this.

2. Activities

(Micrographed copies to be given to the pupils.)  
1. One object in this exercise is to find out how much you  
comprehend and remember of what you read.

Read a short selection chosen by your teacher from the  
Memorandum in Reading Book I. Read the selection only  
once, but not too rapidly. Let your mind follow. This is  
not a speed test. Let your mind follow the paragraph and  
remember by answering the questions on the selection  
at the back of the book.

2. Perhaps you want something to help you remember the  
principal ideas of an article, even though you may  
not recall all the details you would like to. You  
this purpose a summary is useful. A summary is a  
brief statement of the main points of a selection.

You will find in most paragraphs of information a  
brief statement of the subject of the paragraph. This  
is called the topic sentence. Generally, it is the  
first sentence. The topic sentence is one of the main  
or even the last.

Under the selection from Memorandum in Reading Book I  
find the topic sentence first sentence. Discuss  
with your teacher and the class why it is the first  
sentence. Is it a fairly complete sentence? Is it the  
paragraph is about. It tells you what the paragraph  
is about. It is a good paragraph. When you read the paragraph  
it gives you a good idea of what the paragraph is about.  
at once you have a good idea of what the paragraph is about.  
sentence, she will write it on a separate sheet of paper.  
times a paragraph has its topic sentence. In that  
case, find the principal sentence in the paragraph  
sentence sentence. When you read the paragraph  
together, you have a summary of the article.

3. Read a longer selection from Memorandum in Reading  
Book I. Is your record any better than that  
of the first test?

4. Write a summary of the article, proceeding as follows:  
Study the first paragraph. Has it a topic sentence?



that states the central thought? If not, make a clear sentence of your own that expresses briefly the main idea of the paragraph. Several of you may read these sentences and discuss them with your class and teacher. Follow this procedure with the other paragraphs, discussing each with the class and making suggested improvements before going on.

When you have revised your sentences, copy them to form a paragraph and pass in to your teacher.

5. From Fact and Story Reader, Book 7, read the story, "Chow Time at the Zoo." (Page 26.)
  - a. Take a mimeographed test which will be supplied you by your teacher.
  - b. Write a summary of the article. Look for topic sentences. If, after considering the whole paragraph, you think its topic sentence seems incomplete, you may wish to add to it or to make a second sentence. When the first draft is finished, discuss it with the class. Make suggested changes. Check your paragraph for clear sentences, spelling, punctuation, and capitalization. Copy and pass in to your teacher.

Test to Accompany Part I, Activity 5

1. A baby elephant consumes each morning ten pounds of hay and four quarts of grain. (T -- F)
2. A chimpanzee wants only meat. (T -- F)
3. A baby monkey is sometimes fed from a bottle or a spoon. (T -- F)
4. Immense quantities of meat furnish the principal item in the meals of the hippopotamus. (T -- F)
5. Horse meat is fed to lions, tigers, wolves, etc. (T -- F)
6. Sometimes the keeper has to mount a stepladder to feed the ostrich. (T -- F)
7. Snakes like vegetables. (T -- F)
8. The (rattlesnake, asp, boa, moccasin) squeezes its dinner and swallows it whole.
9. This kind of snake can manage more than one animal at a time. (T -- F)
10. It can swallow an animal larger than its own head. (T -- F)





11. This kind of snake chews the animal before swallowing.  
(T -- F)
12. Its jaws open as ours do. (T -- F)
13. Its jaws are loose and elastic. (T -- F)
14. Muscular action forces the snake's prey through his body.  
(T -- F)
15. The yearly "table" of the zoo you have read about averages  
between \$3,600 and \$4,000. (T -- F)

### Key

- |          |           |
|----------|-----------|
| 1. True  | 9. True   |
| 2. False | 10. True  |
| 3. True  | 11. False |
| 4. False | 12. False |
| 5. True  | 13. True  |
| 6. False | 14. True  |
| 7. No    | 15. False |
| 8. Boa   |           |

### Part II -- Making Definitions

#### VI. Procedure and activities

##### A. Suggested approach

The teacher may copy for the class or read to them a paragraph from the introduction to The Great Stone Face, or from The Farm, by Louis Bromfield. The following occurs on page 110 of the latter.

"In the clever, superficial brain were born a half-dozen contributions to the age of the machine. If genius follows that dullest of definitions -- an infinite capacity for taking pains -- then Great uncle Jacob had none of the quality which characterized earnest and impassioned inventors like Edison. He did not plod. His inventions came as inspirations. And he was no business man. He was invariably swindled out of all the profits -- for his bicycle brake, his cash-carrier, his primitive elevator, his patent rocker; yet I think he was entertained even by the intricacies of the swindling process of which he himself was the victim. He was, altogether,





a horrible example of another adage -- that money will take care of itself and the first thing in life is to enjoy it."

Suppose you were asked to write a summary of the above paragraph. Why would you probably have trouble with it?

Of course you cannot remember what you read, or write a clear summary unless you know what the words mean, so we are going to consider now something about the making of clear definitions.

#### B. Activities

(Mimeographed copies to be given to the pupils.)

A definition is built on a plan. If it is a noun, it places the name of the action, the object, the quality, or the idea in the class to which it belongs. Then it gives the particular qualities.

1. Fill in the blanks. Use a dictionary.

<u>Name</u>	<u>Class</u>	<u>Particular qualities</u>
square	a figure	having four equal sides and four right angles
pronoun	a word	used in place of a noun
botany		
corpuscle		
monarch		
adverb		
chariot		
dictator		
gneiss		
comedy		

2. A verb is usually defined in terms of another verb; an adjective in terms of another adjective; and so on.



A horrible example of another adage -- that money  
will take care of itself and the first thing in  
life is to enjoy it.

Suppose you were asked to write a summary of the above  
paragraph. How would you probably have chronicled this  
it?

Of course you cannot remember what you read, or write  
a clear summary unless you know what the words mean.  
As we are going to a writer now something about the  
making of clear sentences.

Activities  
(Minneapolis and other cities in the north)  
A preliminary to this work is to be a good writer.  
Plan the work of the writer. The writer should  
be the first to plan the work. Then it  
is the writer's duty to plan the work.

Topic	Subject	Outline
History	History of the United States	1. The early years of the United States 2. The growth of the United States 3. The present day United States
Geography	Geography of the United States	1. The physical features of the United States 2. The climate of the United States 3. The population of the United States
Politics	Politics of the United States	1. The government of the United States 2. The political parties of the United States 3. The political system of the United States
Economics	Economics of the United States	1. The economic system of the United States 2. The economic problems of the United States 3. The economic future of the United States
Social Science	Social Science of the United States	1. The social system of the United States 2. The social problems of the United States 3. The social future of the United States
Education	Education of the United States	1. The educational system of the United States 2. The educational problems of the United States 3. The educational future of the United States
Health	Health of the United States	1. The health system of the United States 2. The health problems of the United States 3. The health future of the United States
Environment	Environment of the United States	1. The environmental system of the United States 2. The environmental problems of the United States 3. The environmental future of the United States

... and I remember that in the course of another year  
the writer should be able to write a clear summary of the  
above paragraph.

## Examples:

The verb delete means erase.

The adjective jovial means jolly or merry.

The adverb serenely means calmly or placidly.

A noun is usually defined by another noun. When, where, how, because are not nouns and cannot be used to name the class of things.

Incorrect: An adjective is when a word modifies a noun or a pronoun.

Correct: An adjective is a word which modifies a noun or a pronoun.

Incorrect: A desert (noun) is where there is not enough moisture to support vegetation.

Correct: A desert (noun) is an arid region (noun) lacking in moisture to support vegetation.

Paying careful attention to the preceding directions, define the following verbs, adjectives, or adverbs. Divide them into syllables and mark the accented syllable.

chaotic -- cha ot' ic

consistently --

vivacious --

reverently --

stroll --

reverberant --

chivalrous --

tenebrous --

antique --

secrete --

whimper --

3. Rewrite the following correctly

a. A democracy is where the people choose their own rulers.

b. A triangle is when a figure is bounded by three straight lines.

c. A synonym is where a word has about the same meaning as another word.

d. Autobiography is when a person writes a story of his own life.

e. Discourtesy is being discourteous to people.





4. Perhaps your science teacher will give you a list of words to define. A knowledge of the meaning of the new words will help you greatly in understanding and remembering the new subject matter.
5. A four-step problem
  - a. Define the underlined words in the following sentences:
    1. He looked about for the most renowned of the knights.
    2. He was gaily attired.
    3. The knight said he could not tarry.
    4. He was seeking a valiant opponent.
    5. "When thou hast smitten me, then will I tell thee," said he.
    6. Did the blow sever his hand?
    7. Was the knight recreant to his trust?
    8. He had a stern countenance.
    9. Who volunteered to become his opponent?
    10. Forsooth means \_\_\_\_\_.
  - b. Fact and Story Reader, Book 7. "Sir Gawayne and the Green Knight"-- Chapter I., Page 122.  
Read the story once. Close your book.
  - c. Test. Your teacher will supply you with a copy.
  - d. Make a summary of the article. Make clear sentences. Read carefully your first draft, check your spelling, punctuation, and capitalization. Copy and pass to your teacher.

### Part 3 -- Making Outlines

## VII. Procedure and activities in making sentence outlines.

### A. Suggested approach

In the preceding lessons what has been our main objective? And to accomplish that objective what have we tried to learn something about?

Now we are going to consider another way of mastering what we read, namely, by making, not summaries, but outlines. For some purposes we shall find that an outline is better than a summary, for in it one can include more details, and, too, the outline forms a pattern which readily shows the relation of the facts.



1. Perhaps your advanced teacher will give you a list of words to define. A knowledge of the meaning of the new words will help you greatly in understanding and remembering the new subject matter.

2. A four-step problem

a. Define the underlined words in the following sentences:

1. He looked about for the best remedy of the witch.
2. He was gaily attired.
3. The king said he could not deny.
4. He was seeking a valiant opponent.
5. "When about noon William met him with I tell thee," said he.
6. Did the slow govern the land?
7. Was the right reason in the right?
8. He had a sharp intention.
9. Who voluntarily to show his obedience?
10. Robinson means

b. Read and copy carefully the first chapter of the book on page 100.  
Read the copy over. What year was it?

1. Read. Your teacher will be glad to check a copy.
2. Make a summary of the chapter. Write this on a separate sheet of paper. List the names, places, things, actions, feelings, thoughts, and events.
3. Copy and paste in your notebook.

Part 3 - Reading and Writing

VII. Procedures and activities in reading and writing.

A. Suggested activities

In the preceding chapter you have seen how to read and write. Now we shall see how to read and write more effectively. We shall see how to read and write more effectively.

Let us see how to read and write more effectively. We shall see how to read and write more effectively. We shall see how to read and write more effectively. We shall see how to read and write more effectively.



## B. Activities

(Mimeographed to be given to the pupils.)

1. Read this editorial from The Boston Herald.

"The explanation of Wendell Wilkie's none-too-good elocution at Elwood is simple enough. The thermometer was 103 in the shade, and he was not in the shade but stood in the full glare of the sun, with a coat on and without a hat, in a temperature of perhaps 115 degrees. The day was the hottest of the year. The air was dusty from 40,000 automobiles and the feet of the huge crowd which had trudged two miles over dry roads and fields to the speaking place. He had made an address already at the high school. He had traveled 70 miles that morning by train. He drank a quart of water in the course of his speech. The sweat was not dropping from his face, but running down in a continuous stream.

"It is doubtful whether President Roosevelt, Mr. Hoover, Alf Landon, or the wiry Calvin Coolidge could have finished a long speech in these conditions. The remarkable thing is not that Mr. Wilkie was not at his best in his delivery but that he was able to remain on his feet until the end."

Make a sentence outline. Your teacher will lead you in discussing the various points to be considered and put on the blackboard the topics and the sub-topics you and she have decided to be satisfactory.

In writing a summary, what did we look for to tell us at once the main idea of the paragraph?

Find the topic sentence of each paragraph of the selection just read.

In making our outline our first step is to write our own topic sentence, one briefer than that given in the article itself. Number it 1.

In this paragraph are a number of important details. State them in short, clear sentences and write them under main topic I, labeling them A, B, C, etc., and indenting them at least an inch. Note that there are never fewer than two sub-divisions under a main topic.





2. "In fact, he declared it was of no use to work on his farm. It was the most pestilent piece of ground in the whole country. Everything about it went wrong, and would go wrong, in spite of him. His fences were continually falling to pieces; his cows would either go astray or get among the cabbages; weeds were sure to grow quicker in his fields than anywhere else; the rain always made a point of setting in just as he had some outdoor work to do; so that, though his patrimonial estate had dwindled away under his management acre by acre, until there was little more left than a patch of Indian corn and potatoes, yet it was the worst-conditioned farm in the neighborhood.

"His children, too, were as ragged and wild as if they belonged to nobody. His son Rip, an urchin begotten in his own likeness, promised to inherit the habits with the old clothes of his father. He was generally seen trooping like a colt at his mother's heels, equipped in a pair of his father's cast-off galligaskins; which he had much ado to hold up with one hand, as a fine lady does her train in bad weather."

- a. Read the selection from Rip VanWinkle.
  - b. Define pestilent, patrimonial, galligaskins.
  - c. Outline it as directed in the previous exercise.
  - d. When the outlines are finished, several may be written on the blackboard and discussed. After the discussion improve your outline in any way you can; copy it, being careful of indentations, capitalization, and punctuation, and pass it to your teacher.
3. Fact and Story Reader, Book 7. Find the story, How Lindbergh Learned to Fly, and read it from the last paragraph on page 212 to the bottom of page 216.

Test to Accompany Part 2, Activity 5

1. Arthur had met with his knights in (Wales, London, Cornwall, Camelot).
2. The Christmas festivities were to last (a week, ten days, fifteen days).



3. "In fact, he declared it was of no use to work on his farm. It was the most fertile piece of ground in the whole country. Everything about it went wrong, and would go wrong, in spite of his. His fences were continually falling to pieces; his cows would either go crazy or get among the cabbage; seeds were not to grow properly in his fields; and everywhere else the rain always made a point of coming in just as he had some outdoor work to do; so that, though his general estate was healthy, under his management some by some, until there was little more left than a patch of Indian corn and potatoes, yet it was the worst-conditioned farm in the neighborhood."

"His children, too, were as wretched and wild as if they belonged to nobody. His son, who, as a child he got on in his own likeness, promised to inherit the habits of his father, and the father, who was generally seen, looking like a cold as his mother's heels, equipped in a suit of his father's cast-off garments; while he had much to do with his own land, he was a fine, good-looking man."

4. And the collection from the Warrenton.

5. Define carefully, astronomically, geographically.

6. Define as far as possible in the previous exercise.

7. What are defined as "inland" rivers and "coastal" rivers on the West Coast? What are the characteristics of the former? What of the latter? Give some examples of each.

8. Read and write briefly, Book I, 11-12, 13-14, 15-16, 17-18, 19-20, 21-22, 23-24, 25-26, 27-28, 29-30, 31-32, 33-34, 35-36, 37-38, 39-40, 41-42, 43-44, 45-46, 47-48, 49-50, 51-52, 53-54, 55-56, 57-58, 59-60, 61-62, 63-64, 65-66, 67-68, 69-70, 71-72, 73-74, 75-76, 77-78, 79-80, 81-82, 83-84, 85-86, 87-88, 89-90, 91-92, 93-94, 95-96, 97-98, 99-100.

Read the passage from the Iliad, Book I, 1-100.

1. Arthur had met with his father's friend, Sir Lancelot.
2. The Christian festival was to have been held on the 15th day.

3. Rich gifts would be given on (Christmas morning, New Year's Day, Christmas Eve).
4. (Guinevere, Sir Gawayne, The Green Knight) sat at Arthur's side.
5. Two colors appeared in the outfit of the Green Knight. They were \_\_\_\_\_ and \_\_\_\_\_.
6. He carried (a spear, an axe, a shield, a suit of armor, a bough of holly).
7. He said that he had come (to join in the Christmas celebration, to see King Arthur, to find out who was the bravest of the knights).
8. (King Arthur, Sir Launcelot, Sir Gawayne) accepted the challenge.
9. The Green Knight rode away, holding in his hand (his spear, his head, a Christmas gift from King Arthur).
10. Sir Gawayne promised to be at the Green Chapel a year later on (Christmas Eve, New Year's morning, Christmas Day).

### Key

- |                   |   |
|-------------------|---|
| 1. Camelot        | 6. An axe and a bough of holly                    |
| 2. Fifteen days   | 7. To find out who was the bravest of the knights |
| 3. New Year's Day | 8. Sir Gawayne                                    |
| 4. Guinevere      | 9. His head                                       |
| 5. Green and gold | 10. New Year's morning                            |

- a. Define and use in sentences of your own: approximate (idea); synchronized (movement); (with helmet and goggles) adjusted; concurred (with the decision); academic deficiency.
- b. Make a sentence outline. Follow, with one exception, the same procedure as in the first outline. You will notice that the paragraph organization is not so regular as in the previous selections. Two or more short paragraphs may develop one topic. In that case, ~~make~~ make a brief topic sentence of your own that will summarize the main idea of these two or three short paragraphs.







- c. When the outlines are finished, several of the outlines covering the irregular paragraph organization may be read and discussed. If now you can improve your outline, do so. Copy it and pass it to your teacher.

#### VIII. Procedure and activities in making topical outlines.

##### A. Suggested approach

Let us turn to page 138 in Tressler and Shelmadine's Junior English in Action, Book 2.<sup>\*</sup> Here we find a different kind of outline. Examine it carefully and see how it differs from the kind of outline we have been practising. Why do you suppose that many people prefer to write this kind of outline? (It is briefer and easier to write.) Can you see one possible danger in using this topical outline? (Avoid outlines that are so brief that they are vague and blind, giving little or no information.)

##### B. Activities

(Copies to be given to the pupils.)

1. Tressler and Shelmadine -- Junior English in Action,<sup>\*</sup> Book 2. On pages 138 and 139 is given information about making topical outlines. Study the models. Using these as guides, write a topical outline of the editorial from The Boston Herald.

Discuss several of the outlines with your class and teacher. Then make any improvements that occur to you, copy with attention to correct spacing, punctuation, and capitalization, and pass your outline to your teacher.

2. How well can you now make a topical outline with no help or suggestion from classmates or teacher? Try making a topical outline of the selection from Rip VanWinkle.
3. Your teacher will select several paragraphs from an article in Fact and Story Reader. She will give you three or four topics for each paragraph. You will select the topic which best expresses the main idea of each paragraph.
4. Your teacher will make another selection from Fact and Story Reader. She will give you three or four topics for each paragraph. One will be the main

<sup>\*</sup>/ Note. References are to the 1933 edition of Junior English in Action.



When the outlines are finished, reversal of the outlines covering the irregular paragraph or-  
ganization may be made and discussed. If you  
you can improve your outline, do so. Copy it  
and pass it to your teacher.

# VIII. Procedure and activities in making topical outlines.

## A. Suggested approach

Let us turn to page 138 in Treatise and Method.  
Under English in Action, Part 2, we find a dif-  
ferent kind of outline. Examine it carefully and see  
how it differs from the kind of outline we have  
practiced. Why do you suppose that many people prefer  
to write this kind of outline? (It is better and  
easier to write.) Can you see any possible danger in  
using this topical outline? (Avoid outlines that are  
so brief that they are vague and ill-defined, giving little  
or no information.)

## B. Activities

(Copies to be given to the pupils.)

1. Treatise and Method -- under English in Action,  
Book 2, on page 138 and 139, a new information  
about making topical outlines. Study the models.  
Using these as guides, write a topical outline of  
the subject: I find the English hard.

Discuss several of the outlines with your class and  
teacher. Then each pupil independently make copies of  
your copy with attention to correct spacing, punctu-  
ation, and abbreviation, and pass your outline  
to your teacher.

2. How well can you now make a topical outline with no  
help or suggestion from the teacher or teacher?  
Try making a topical outline of the subject from  
his vocabulary.

3. Your teacher will select several paragraphs from  
articles in your own story books. One will give  
you three or four topics for a paragraph. You  
will select the topic which best agrees with your  
idea of each paragraph.

4. Your teacher will make a general selection from a  
and story books. She will give you three or four  
topics for each paragraph. One will be the main

Note. References are to the 1933 edition of English in Action.

topic and the other sub-topics. Arrange them as a topical outline with main topics and sub-topics.

5. Below are main topics and sub-topics for an outline on how to make chocolate fudge. Select the two main topics and on your paper label them I, II. Then arrange the sub-topics properly and label them A, B, C, etc.

Two cups of sugar. Materials. Saucepan. One half cup of milk. Stirring constantly until sugar and chocolate are melted. Two squares of bitter chocolate. Cooking until a little dropped into cold water forms a soft ball. Process. One half cup of walnut meats. One teaspoonful of vanilla. Removing from heat and adding nut-meats and vanilla. Beating until creamy. Greased cake pan. Pouring on greased pan. Cutting into squares when partly cool.

6. The following is a jumbled outline on how to teach a baby to walk. There are three main topics. Label them I, II, III. Arrange the sub-topics properly and label them A, B, C, etc.

Equipment. Placing baby against wall. Encouraging baby to walk at too early an age. Correct shoes. Tiring baby. Moving a few feet away. Procedure. Soft rug, pillows. Things to avoid. Letting baby have bad fall. Rattle or toy. Coaxing baby to cross distance by offering rattle or toy as reward.



topic and the other sub-topics. Arrange them as a  
topical outline with main topics and sub-topics.

5. Below are main topics and sub-topics for an outline  
on how to make a good bridge. Select the two  
main topics and on your paper label them I, II.  
Then arrange the sub-topics properly and label them  
A, B, C, etc.

Two cups of sugar. Water. Lard. Butter.  
One half cup of milk. Stirring constantly  
until sugar and chocolate are melted. Two  
cups of sifted chocolate. Cooking for  
10 to 15 minutes. Add a little sugar and a few  
drops of vanilla. Remove from heat and add a few  
drops of vanilla. Beat until creamy. Spread  
on cake pan. Bake in oven for 10 minutes.  
This makes a very good cake.

6. The following is a topical outline on how to make  
a good cake. Select the two main topics and label  
them I, II. Arrange the sub-topics properly  
and label them A, B, C, etc.

Ingredients. Mixing. Baking. Frosting. Decorating.  
Selecting a cake. Preparing the cake. Frosting the cake.  
Decorating the cake. Serving the cake. Storing the cake.  
Things to avoid. Labeling the cake. Labeling the cake.  
Labeling the cake. Labeling the cake. Labeling the cake.  
Labeling the cake. Labeling the cake. Labeling the cake.  
Labeling the cake. Labeling the cake. Labeling the cake.



### Final Test

I. a) Two of the following paragraphs contain topic sentences. Underline these sentences.

b) Make a topic of your own for the other two.

"The most cheerful thing about those early school buildings was the color they were painted. Latterly there has been an attempt to shatter one of our cherished New England traditions by asserting that this color was not red. But the weight of evidence is all on the other side.---- It was usually one small one-roomed building -- this schoolhouse -- which was entered through a shed-like hall-way in which wood was piled and where hats, coats, and dinner pails were stored.

"Sometimes the wood was furnished by the parents, the child with a stingy father being then, by common consent, denied intimate relations with the fire. After the time of fireplaces a large square stove in the center of the room was the usual method of heating. From this a long pipe, suspended by chains, reached to the end of the building where the chimney stood. Frequently this primitive heating plant had to cope with the problem of raising the temperature from twelve below zero, when school opened, to a temperature favorable to 'wrighting.'

"The first seats in the little red schoolhouse were planks set on logs. These were sometimes taken out at noontime, turned bottom upward, and used for sliding down hill on the snow crust. Later, there were benches with vertical backs set at right angles to the seats, torturing things for a child to sit on during the long sessions kept by some of these early schools.----

"New Haven held school from '6 in ye morning, to 11 a clock in ye forenoon, and from 1 a clock in the afternoon to 5 a clock in the afternoon in Summer and 4 in Winter.' Salem, Massachusetts received a gift from England in 1723, which, we learn, rang for school at seven in the morning from November to March. School here closed at four in Winter and at five in Summer." 1

II. Write a paragraph summary of the article, using one sentence for each paragraph.

1/Mary Caroline Crawford, Social Life in Old New England. (Part of a selection in Aldine Third Language Book)



Final Test

I. Two of the following paragraphs contain topic sentences. Underline these sentences.

b) Make a topic of your own for the other two.

"The most important thing about these early school buildings was the color they were painted. Lately there has been an attempt to shatter one of our cherished New England traditions by asserting that this color was not red. But the weight of evidence is all on the other side. It was usually one small one-roomed building -- this schoolhouse -- which was entered through a shed-like half-way in which wood was piled and water hauled, coals, and dinner pails were stored.

"Sometimes the wood was furnished by the parents, the child with a string (father being class by common consent), dated intimate relations with the fire. After the time of the fireplace a large square stove in the center of the room was the usual method of heating. From this a long pipe, suspended by chains, reached to the end of the building where the chimney stood. Presumably this pipe gave heating plant and to cope with the problem of raising the temperature from twelve below zero, when school opened, to a temperature favorable to 'teaching'.

"The first desks in the little red schoolhouse were planks set on logs. These were sometimes taken out of a nook, turned before opening, and used for sitting down. All on the same side. Later, these were furnished with vertical backs and set at right angles to the front, facilitating things for a child to sit on during the long winter days by one of these early schoolhouses.

"We have held school here in the winter, as in a clock in the summer, and found a place in the winter room to be a clock in the afternoon in summer and fall. When the schoolhouse received a gas from the land in 1785, which we have long for school at night in the winter time. School was closed at four in winter and at five in summer."

II. Write a paragraph a summary of the article, using one sentence for each paragraph.

Mary Caroline Crawford, English Life in Old New England  
(of a selection in Alice's (first) notebook book)



III. Put a C before correct definitions. The fault in each case is only with the form in which the definition is expressed.

- a) A javelin is a light spear to be thrown as a weapon of war or in hunting.
- b) Infinite means boundless or immeasurable or without end.
- c) Dishonesty is where a person cheats.
- d) Twain means two.
- e) Summer is when it is hot.
- f) Precipitately means hasty.
- g) Yam is an edible root that largely replaces the potato in tropical climates.
- h) Quiet means noiselessly.
- i) Equinox is when the days and the nights are of equal length all over the world.
- j) Equinox is the time when the days and the nights are of equal length all over the world.

IV. Here is a jumbled sentence outline on the city of Washington as a good place in which to live. Rearrange it correctly. There are three main topics.

The location has natural advantages. The city is well-planned. Many of the public buildings are of granite or of marble. The city is located on a river. The public buildings add to the attractiveness of the city. It is in a mild climate. The streets are laid out with broad diagonal avenues radiating from various centers. The public buildings are well grouped. The streets are wide and protected by shade trees. Many of the houses are set back from the street and have wide lawns. The city has well-defined sections for government, business, and residence.

V. The following is a topical outline for an article on Aids in Studying. There are three principal topics. Select them and number them I, II, III. Place the sub-topics where they belong. Note that there are two errors in form. Correct them. This is a topical outline.

Surroundings favorable to study. Exercise. Proper lighting. Physical fitness. Choose which subject to study first. Food. Chair and desk or table. Have a definite schedule. Right air in the room. Correction of physical defects and chronic ailments. Regularity of study periods. Sleep. Necessary materials at hand. Quiet.





### Key to Final Tests.

- I. a) Paragraph 3 -- "The first seats----set on logs."  
       Paragraph 4 -- "New Haven held school -----and 4 in winter."  
       b) Paragraph 1 -- "The building itself"  
       Paragraph 2 -- "The heating"

### III.

- |        |        |
|--------|--------|
| a) - C | f) -   |
| b) - C | g) - C |
| c) -   | h) -   |
| d) - C | i) -   |
| e) -   | j) - C |

### IV. From the Open Door Language Series, Scott, Congdon, et al.

I. The location of Washington has natural advantages.

A. The city is situated on a river.

B. It is in a mild climate.

II. The city is well planned.

A. The streets are laid out with broad diagonal avenues, etc.

B. The streets are wide and protected by shade trees.

C. The city has well-defined sections for government, etc.

III. The buildings add to the attractiveness of the city.

A. Many of the buildings are of granite or of marble.

B. The public buildings are well-grouped.

C. Many of the houses are set back from the street and have, etc.

### V. From Essentials of Every-Day English, by Ferris and Keener

I. Physical fitness

A. Food

B. Exercise

C. Correction of physical defects and chronic ailments.

II. Surroundings favorable to study

A. Proper lighting

B. Chair and desk or table

C. Right air in the room





- D. Necessary materials at hand
- E. Quiet

### III. Definite schedule

- A. Choice of which subject to study first
- B. Regularity of study period



D. Necessary materials at hand  
E. List

III. Definite schedule  
A. Choice of which subject to study first  
B. Regularity of study period

## GRADE NINE

### UNIT I -- BETTER READING OF THE NEWSPAPERS

#### Objectives

1. To lead pupils to an appreciation of the great contribution the newspaper is making and has been making to civilization
2. To lead pupils to an understanding of the great power of the press
3. To make the student aware of the enrichment values to be derived from newspaper reading in the way of knowledge of contemporary national and world affairs, science, literature, etc.
4. To introduce pupils to the proper method of reading the newspaper and to train them in it
5. To arouse in the pupil the lasting desire to be an intelligent and discriminating reader of the daily newspaper

#### Elements of the unit

1. Study of the background, or history, of the modern newspaper
2. Survey of the character of present-day newspapers
3. Appraisal of the functions of the newspaper
4. Study of what comprises the typical newspaper
5. Presentation of an effective method, or technique, of newspaper reading

#### Suggested Approaches and Procedures

- I. The history of the newspaper
  - A. Town crier
  - B. News letters
  - C. Earliest newspapers -- 700 A.D., Ching Pao - 1350,







Peking Gazette 1457, first European newspaper at Nuremberg, Gy.- 1622, London Weekly Gazette- 1704, Dofoe's Review--1709-1712, Tatler and Spectator- 1788, London Times

- D. American newspapers -- 1690, Publick Occurrences Both Foreign and Domestick - 1704, Boston News Letter - 1784, Pennsylvania Packet and Daily Advertiser, the first daily newspaper - 1833, New York Sun, the first penny newspaper

## II. Mechanical developments in the age of science

- A. News gathering facilitated by ease of communication - telegraph, cable, telephone, radio
- B. Type composition advances - linotype, monotype, stereotype
- C. News photography advances - wireless photos
- D. Ease of distribution - trains, automobiles

Activities: (1) Various topics suggested by the above outline may be assigned for oral reports. (2) Old copies of newspapers may be brought to class and contrasted with modern papers. (3) An excursion to the Old State House may be made, and there old papers viewed. (4) Finally, an excursion to a modern newspaper plant could be taken, such as to the Christian Science Publishing House or to the Boston Traveler Building.

## III. Survey of modern newspapers

- A. Metropolitan dailies, small city dailies, suburban weeklies, and country weeklies to be examined and compared with the following questions in mind: "In what ways are they alike?" "In what ways are they dissimilar?" "What does each tend more to stress?"

Activities: (1) Let children bring in whatever newspapers they wish. They may write to distant relatives for copies. Suggest that Italian, Jewish, French papers be submitted. Prominently display for several days the numerous types thus assembled.

- B. Acquainting the pupils with the names and appear-





ance of the ten or twelve leading newspapers of the U.S.....Baltimore Sun, Chicago Tribune, New York Times, Boston Transcript, Christian Science Monitor. Let the pupils come to some understanding of the reason for the merits of these papers.

C. Intensified study of the dailies of a particular large city, such as New York or Chicago, preferably not of Boston because of local difficulties encountered). These will be characteristic of all large city newspapers. Note sensationalism, tabloid, and conservative types.

1. How much of each paper is devoted to nationally important events? To internationally important events? To crime? To scandal?
2. What is the probably reason for such differences in emphasis?
3. Which paper would obviously be of the most value to its readers and make for the best informed readers? Which would apparently give the more valid accounts of news, uncolored by sensational appeal?

D. Formation of judgment as to what is News

1. Sources of news - Associated Press, United Press, etc.
2. Consideration of freedom of the press
3. Consideration of the rights of individual privacy - of whether the public should be given all the news it wants
4. Consideration of the ethics of good journalism  
(See Handbook for Newspaper Workers, G. M. Hyde published by D. Appleton and Company. - pp. 204-242)
5. Consideration of what constitutes libel  
(See Handbook for Newspaper Workers, pp. 196-203)





Activities: (1) Procure a copy of the Canons of Journalism drawn up in 1923, and have the pupils evaluate the newspapers with which they are familiar in the light of those journalistic ideals. (2) Let the class debate the issue: Should the news of crime be published? (3) The pupils should collect a set of clippings of the sort of material they consider good, worthless, and harmful.

E. Appraisal of what are the functions of the modern newspaper

1. To report news
2. To interpret news - e.g., in the editorial column
3. To influence the opinion of its readers, as during political elections
4. To improve the political, social, and economic activities of government - e.g. crusades for honest local government, crusades against racketeering

Activities: Pupils bring to class clippings that represent these functions

## PART II

### THE MAKE-UP OF A TYPICAL NEWSPAPER

- I. Staff organization: reporting (the "beat system"), editing, re-writing, feature writing, copy-reading, proof-reading, advertising
- II. The important news pages - front page and second news page
  - A. The headline
    1. Rise of scare-headline since the World War
    2. Chief characteristics of the American headline - a summary of an event, easy to grasp, complete in itself, containing a verb and exact, concrete words
    3. Difficulties of headline writing due to space limitation





Activities: Pupils compose headlines for stories from which headlines have previously been removed. (2) Compare any modern announcement of a major event with the newspaper announcement of Abraham Lincoln's death

## B. The news story

1. Placement on page in accordance with news value -- leading story at upper right hand corner of front page, second lead at upper left hand corner

Activities: (1) Compare the same issues of different papers of the same city, and note what stories are given the prominent positions. Does the placing indicate that the paper is sensational or that it is conservative? Are the stories worth the positions given them?

### 2. Organization of the individual news story

- a. The source -- Associated Press, United Press, reporter

Activities: Find the probable sources of all front page stories of a particular issue of a newspaper

- b. The headline (discussed above)
- c. The lead containing the five W's of the story (Why, What, When, Where, Why) in the order of relative importance to the particular story. The peculiar requirements of the lead -- that it must captivate the reader, force him to read the story, must not be overburdened, must carry the tone of the rest of the story.

Activities: (1) Compare the effectiveness of sample leads for the same story of a high school boy who committed suicide (in News Writing for High Schools, by L. A. Borah, page 100). (2) Give notes on any happening, and pupils write a lead for a story. See Borah, page 120. (3) Pupils find a good and poor lead in the evening's paper.





3. The body -- a detailed account of the facts touched upon in the lead. Peculiar requirements -- an accurate account of facts, no editorializing, no bias, paragraphs short and capable of omission in descending order of importance so that any paragraph may be cut for later editions without the story being hurt.

Activities: Examine several news accounts. Does any story that is not a personally signed commentary show the writer's own prejudice? Is a player scored for roughness? (2) Write an account of a school sports event, and beware of bias. (3) Compare the same story in different papers noting that it is necessary to read more than one account for complete details, also observing that frequently there are two sides to every story -- even to news accounts. (3) Take the same issue of two newspapers, one that seems to illustrate the conservative type and one that tries to excite readers by sensational coloring. Compare their manner of presenting the same story. (4) Write a news story of a true incident in such a way that nothing is false but the impression.

4. The editorial page -- devoid of news reports, its function being to interpret the news
5. Cartoons -- their placement and essential characteristics

Activities: (1) Pupils collect a number of cartoons on the same subject but from opposing viewpoints

6. Sports section -- its arrangement and location
7. Features -- location of sections devoted to finance, theater, housekeeping, health and legal aid, comics

Activities: (1) Questions may be assigned such as, "What was the dramatic editor's opinion of the play that opened last night?" "What new biography of Edison has just been published?" "What parts of a paper would a business man be most interested in, a housekeeper, a child?"

### PART III

#### THE TECHNIQUE OF READING THE NEWSPAPER

No unit such as this would be complete without a con-







sideration of a method of reading the newspaper. The reading of a daily newspaper is a common activity of the majority of adults, and it is the aim of this unit to equip the pupil with a technique of reading which will prove effective not merely to his school life but to his ordinary adult pursuits.

For the following suggestions we are indebted to the excellent article entitled "Analysis of Newspaper Mastery" by R. E. Blackwell which appeared in the Christian Science Monitor, Feb. 11, 1936. We shall summarize the points there set forth.

- I. Intelligent reading of the newspaper is based on four fundamental understandings:
  - A. The newspaper is made up of parts, each devoted to a definite organization of content material.
  - B. Individual news stories are constructed on a conventional pattern consisting of headline, lead, body
  - C. The validity of a news story is dependent upon its source and the policies of the newspaper printing the story
  - D. Reliance upon a definite, personal procedure in reading the newspaper facilitates comprehension

NOTE - Insofar as these understandings make for an effective technique of newspaper reading, then it may be considered that Parts I and II, which covered these topics were aimed toward the formation of an effective method of reading.

- II. The skills in reading which the teacher should aim toward developing in the pupils:
  - A. Rapid reading - Scan the important news page and decide on the basis of sources, headlines, and leads what stories must be read. Locate the pages of definite personal interest--finance, sports, etc.

Activities: (1) Have pupils within a time limit (five minutes) read the front page of a newspaper from which headings have been cut. Test objectively the information gained. Then, from another issue of the same paper (so that previous reading cannot influence score) present a front page from which headings have not been cut. Let



liberation of a method of reading the newspaper. The reading of a daily newspaper is a common activity of the majority of adults, and it is the aim of this unit to equip the pupil with a technique of reading which will prove effective not merely to his school life but to his ordinary adult pursuits.

For the following suggestions we are indebted to the excellent article entitled "Analysis of Newspaper Reading" by A. H. Blackwell which appeared in the Journal of Educational Research, Vol. 17, 1928. We shall summarize the points made in this article.

I. Intelligent reading of the newspaper is based on four fundamental understandings:

- A. The newspaper is made up of parts, each serving a definite purpose in the organization of the newspaper.
- B. Individual news stories are constructed on a conventional pattern consisting of headline, lead, body, and conclusion.
- C. The validity of a news story is dependent upon its source and the policies of the newspaper printing the story.
- D. Reliance upon a definite, personal procedure in reading the newspaper facilitates a rapid and accurate reading.

NOTE - In order to ensure understanding of these four points, an effective technique of newspaper reading is suggested. This is made up of four steps: (1) Read the headline, (2) Read the lead, (3) Read the body, (4) Read the conclusion. This method of reading is suggested as a basis for the development of a personal procedure.

II. The skill in reading which the student should develop is the skill in developing his own procedure.

- A. Rapid reading - When the important news item is found on the basis of headline, headline, and lead, the rest of the story may be read. Because the news item is found at the beginning of the story, the rest of the story may be read.

Activity (1) - Have pupils read the first page of the newspaper (the front page) and the second page (the second page) and the third page (the third page) and the fourth page (the fourth page) and the fifth page (the fifth page) and the sixth page (the sixth page) and the seventh page (the seventh page) and the eighth page (the eighth page) and the ninth page (the ninth page) and the tenth page (the tenth page) and the eleventh page (the eleventh page) and the twelfth page (the twelfth page) and the thirteenth page (the thirteenth page) and the fourteenth page (the fourteenth page) and the fifteenth page (the fifteenth page) and the sixteenth page (the sixteenth page) and the seventeenth page (the seventeenth page) and the eighteenth page (the eighteenth page) and the nineteenth page (the nineteenth page) and the twentieth page (the twentieth page) and the twenty-first page (the twenty-first page) and the twenty-second page (the twenty-second page) and the twenty-third page (the twenty-third page) and the twenty-fourth page (the twenty-fourth page) and the twenty-fifth page (the twenty-fifth page) and the twenty-sixth page (the twenty-sixth page) and the twenty-seventh page (the twenty-seventh page) and the twenty-eighth page (the twenty-eighth page) and the twenty-ninth page (the twenty-ninth page) and the thirtieth page (the thirtieth page) and the thirty-first page (the thirty-first page) and the thirty-second page (the thirty-second page) and the thirty-third page (the thirty-third page) and the thirty-fourth page (the thirty-fourth page) and the thirty-fifth page (the thirty-fifth page) and the thirty-sixth page (the thirty-sixth page) and the thirty-seventh page (the thirty-seventh page) and the thirty-eighth page (the thirty-eighth page) and the thirty-ninth page (the thirty-ninth page) and the fortieth page (the fortieth page) and the forty-first page (the forty-first page) and the forty-second page (the forty-second page) and the forty-third page (the forty-third page) and the forty-fourth page (the forty-fourth page) and the forty-fifth page (the forty-fifth page) and the forty-sixth page (the forty-sixth page) and the forty-seventh page (the forty-seventh page) and the forty-eighth page (the forty-eighth page) and the forty-ninth page (the forty-ninth page) and the fiftieth page (the fiftieth page) and the fifty-first page (the fifty-first page) and the fifty-second page (the fifty-second page) and the fifty-third page (the fifty-third page) and the fifty-fourth page (the fifty-fourth page) and the fifty-fifth page (the fifty-fifth page) and the fifty-sixth page (the fifty-sixth page) and the fifty-seventh page (the fifty-seventh page) and the fifty-eighth page (the fifty-eighth page) and the fifty-ninth page (the fifty-ninth page) and the sixtieth page (the sixtieth page) and the sixty-first page (the sixty-first page) and the sixty-second page (the sixty-second page) and the sixty-third page (the sixty-third page) and the sixty-fourth page (the sixty-fourth page) and the sixty-fifth page (the sixty-fifth page) and the sixty-sixth page (the sixty-sixth page) and the sixty-seventh page (the sixty-seventh page) and the sixty-eighth page (the sixty-eighth page) and the sixty-ninth page (the sixty-ninth page) and the seventieth page (the seventieth page) and the seventy-first page (the seventy-first page) and the seventy-second page (the seventy-second page) and the seventy-third page (the seventy-third page) and the seventy-fourth page (the seventy-fourth page) and the seventy-fifth page (the seventy-fifth page) and the seventy-sixth page (the seventy-sixth page) and the seventy-seventh page (the seventy-seventh page) and the seventy-eighth page (the seventy-eighth page) and the seventy-ninth page (the seventy-ninth page) and the eightieth page (the eightieth page) and the eighty-first page (the eighty-first page) and the eighty-second page (the eighty-second page) and the eighty-third page (the eighty-third page) and the eighty-fourth page (the eighty-fourth page) and the eighty-fifth page (the eighty-fifth page) and the eighty-sixth page (the eighty-sixth page) and the eighty-seventh page (the eighty-seventh page) and the eighty-eighth page (the eighty-eighth page) and the eighty-ninth page (the eighty-ninth page) and the ninetieth page (the ninetieth page) and the ninety-first page (the ninety-first page) and the ninety-second page (the ninety-second page) and the ninety-third page (the ninety-third page) and the ninety-fourth page (the ninety-fourth page) and the ninety-fifth page (the ninety-fifth page) and the ninety-sixth page (the ninety-sixth page) and the ninety-seventh page (the ninety-seventh page) and the ninety-eighth page (the ninety-eighth page) and the ninety-ninth page (the ninety-ninth page) and the hundredth page (the hundredth page).



this be read under time limit and tested. The higher scores on this test should indicate the value in reading headlines.

- B. Regular reading of the newspaper as a continuous publication

Activities: (1) Outline on the board from daily clippings the progress of a particular major happening over a period of two weeks

- C. Impartial, unprejudiced reading of all news stories

- D. Reading of more than one newspaper to obtain complete information of a particular news event

Activities: (1) From clippings of different papers outline on the board a news event. Show that each paper is needed to supplement the information

- E. Thoughtful reading of news accounts with reader forming own opinion on the significance of reports, checking own judgment with pertinent editorials, noting later accounts of the same story as well as other versions

Activities: (1) Students write own opinion of the significance of an event of major importance after first report of it has been read. After following the story for a week or so, continually checking with varied sources, the pupils again write their personal estimate of the event and compare it with their first attempt.

#### ADDITIONAL ACTIVITIES OF SUPPLEMENTARY NATURE

##### TO PARTS I AND II

1. Divide the bulletin board into characteristic sections of a newspaper, such as one part for news reports, one for editorials, one for sports, one for cartoons, one for theater notices and reviews, etc. Appoint an editor and staff whose duty it will be to clip from the newspaper each morning noteworthy and appropriate items. These should be posted each morning, and thus the class can have regular practice in reading the newspaper, and likewise be kept informed of major happenings. This device has proved highly satisfactory.
2. Readings, reports, and themes can be assigned on the





following topics:

The Associated Press  
 The United Press  
 The Congressional Record  
 The United States Daily  
 Sunday editions  
 Extra!  
 Slogans  
 Tabloids  
 The newspaper morgue  
 Scoops  
 Benjamin Franklin  
 Joseph Pulitzer  
 Horace Greeley  
 W. R. Hearst  
 W. A. White  
 Heywood Broun  
 Walter Lippman  
 Dorothy Dix

#### PART IV

#### TESTING IN THE UNIT

This unit is flexible enough for the teacher to offer whatever parts of it she feels are most suitable to the interests and ability of her classes. Objective tests can be easily constructed on the sections of the unit having to do with factual knowledge. For the major part of the unit, however, the outcomes cannot be objectively measured since their values lie in appreciations, mental attitudes, and habits. They can only be estimated by observing whether or not the pupils' reading interests and havits have been affected.

#### Outcomes

1. An understanding of what the newspaper actually is, and an appreciation of what it should be
2. The daily habit of reading the newspaper intelligently and discriminatingly

#### Bibliography

The following have been of notable assistance in organizing



following topics:

- The Associated Press
- The United Press
- The Congressional Record
- The United States Daily
- Sunday editions
- Extra
- Stamps
- Tablets
- The newspaper morgue
- Storage
- Benjamin Franklin
- Joseph Pulitzer
- Horace Greeley
- W. H. Hearst
- W. A. White
- Raymond Brown
- Editorial Bureau
- Director

PART IV

TESTING IN THE FIELD

This unit is flexible enough for the student to cover whatever parts of it are of interest to him. It is possible to use the material in the unit in a number of ways. It may be used as a whole, or it may be used in parts. It may be used as a basis for discussion, or it may be used as a basis for writing. It may be used as a basis for a project, or it may be used as a basis for a report. It may be used in a number of other ways. The unit is flexible enough for the student to cover whatever parts of it are of interest to him.

Outline

1. An introduction to the newspaper and its history.
2. The daily habits of reading the newspaper and its importance.

Appendix

The following have been of special assistance in preparing

this unit:

Borah, L.A., News Writing for High Schools  
 Campbell, Gladys, and Thomas, Magazines and Newspapers  
 of Today  
 Penn. Dept. of Public Instruction, Bulletin 105, Course  
 of Study in Journalism

Teacher References:

\*Lee, J. M., History of American Journalism  
 Bastian, G. C., Editing the Day's News - Macmillan  
 Bent, Silas, Ballyhoo  
 Bloyer, W. G., Main Currents in the History of American  
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 Press  
 Hyde, G. M., Handbook for Newspaper Workers - Appleton  
 \*Lee - see above  
 Lippman, E., The Phantom Public - Macmillan  
 Sullivan, Mark, Our Times  
 Villard, O. G., Some Newspapers and Newspaper Men

Pupil References:

Compton's Pictured Encyclopedia, Book 6  
Encyclopedia Britannica, Jr.  
Literature and Living, Book 1



this unit:

Borah, L.A., News Writing for High Schools  
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of Today  
Fenn, Dept. of Public Instruction, Bulletin 103, Course  
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Teacher References:

Also, J. M., History of American Journalism  
Easton, G. O., History of the Day's News - American  
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Hoyt, E. C., Main Currents in the History of American  
Journalism - 1910  
Dillon, G., Journalism for High Schools  
Editor and Publisher  
Hart and Patterson, Handbook and Directory of the  
Press  
Hyer, G. O., Handbook for Newspaper Editors - 1910  
Also - see above  
Lippman, E., The American Journal - 1910  
Sullivan, J. H., The Journal  
Villard, G. O., Some Newspaper and Magazine Editors

Public References:

Constance's Picture Agency, 1011  
Graphic Arts Department, 10  
Literature and Library, 1011

## UNIT II

EXPRESSING MYSELFI. OBJECTIVES

- A. To encourage pupils to express their own thoughts and feelings in words.
- B. To have a sympathetic understanding and enjoyment in each other's experiences as revealed through oral composition
- C. To be able to choose a story appropriate for the group and the occasion
- D. To be natural, poised, devoid of self-consciousness when talking

II. PREPARATION OF THE ORAL COMPOSITION

Oral compositions should always show evidence of previous planning and thought. Since there are few pupils who can speak without notes, it should be permissible to use a brief outline during the talk. However, an effort must be made to avoid too great a dependence on written suggestions.

Much better results will be obtained if the pupil chooses a subject which is intensely interesting to him. The advantage of the personal experience as a form of oral composition is clearly seen. A rousing title and a good opening sentence help to catch the attention of the audience immediately. Likewise, an apt closing sentence will give a fitting climax and leave a good impression in the minds of the hearers.

A narrow subject with attention to interesting details is much to be preferred to a broad, wandering subject. If the speaker answers in his story the following questions: who, when, where, what, why, the oral composition will have sufficient definiteness and will not omit any essential part.

III. DELIVERY OF THE ORAL COMPOSITION

During all forms of oral composition the pupils should be encouraged to assume an easy posture with the head erect, chest high, feet placed firmly on the floor. Above all, the pupils should train themselves to look squarely at the audience.



## UNIT II

EXPRESSING MINDSOBJECTIVES

- A. To encourage pupils to express their own thoughts and feelings in words.
- B. To have a sympathetic understanding and enjoyment in each other's experiences as revealed through oral communication.
- C. To be able to choose a story appropriate for an occasion and the occasion.
- D. To be masterful, polished, devoid of self-consciousness when talking.

II. INFORMATION OF THE ORAL COMMUNICATION

Oral communication should always have evidence of thoughtful planning and thought. Since there are two people who can speak without notes, it should be possible to have a brief outline during the talk. It is very important that the speaker avoid too great a dependence on written material.

Each better results will be achieved if the speaker is able to select which is the subject of the communication. The subject of the personal experience as a part of the communication is clearly seen. It is important that the speaker be able to select the subject of the communication. It is important that the speaker be able to select the subject of the communication. It is important that the speaker be able to select the subject of the communication.

A narrow subject with attention to the subject of the communication. It is important that the speaker be able to select the subject of the communication. It is important that the speaker be able to select the subject of the communication. It is important that the speaker be able to select the subject of the communication.

III. EVALUATION OF THE ORAL COMMUNICATION

During the time of oral communication, the speaker should be encouraged to evaluate the communication. It is important that the speaker be able to select the subject of the communication. It is important that the speaker be able to select the subject of the communication. It is important that the speaker be able to select the subject of the communication.

Of course, slang, mispronunciation, and poor grammar should always be avoided. A natural speaking voice sufficiently clear and loud to be audible is desirable. Gestures may be used when the speaker wants to emphasize a point or to express real feeling or thought. They should always be inserted easily and naturally preventing a stilted, too well-planned performance. The fewer the gestures, the more significant they appear.

Many times in oral work the teacher has to work to overcome timidity and self-consciousness on the part of some of the pupils. Forgetfulness of self through an absorbing interest in the subject is the best aid to ease and freedom in speaking.

When pupil gives a floor talk, he should address the teacher and the class in some such manner as:

"Miss \_\_\_\_\_ and fellow classmates.  
My First Swimming Experience."

This is good practice for any future platform speaking.

#### IV. ELEMENTS OF THIS UNIT

The types of oral composition under the heading of this unit are as follows:

##### A. Telling a story

1. Personal experiences
2. Retelling stories
3. Imaginary situations
4. Oral book reports

##### B. Speeches such as:

1. Announcements
2. Presentations
3. "Thank you" speeches
4. Introductions
5. Campaign speeches



Of course, slang, mispronunciation, and poor grammar should always be avoided. A natural speaking voice sufficiently clear and loud to be audible is desirable. Gestures may be used when the speaker wants to emphasize a point or to express real feeling or thought. They should always be interpreted easily and naturally preventing a stiff, too well-planned performance. The fewer the gestures, the more significant they appear.

Many times in oral work the teacher has to work to overcome timidity and self-consciousness on the part of some of the pupils. Forgetfulness of self through an absorbing interest in the subject is the best aid to ease and freedom in speaking.

When a pupil gives a short talk, he should address the teacher and the class in some such manner as:

"Miss \_\_\_\_\_ and fellow classmates,  
My first swimming experience."

This is good practice for oral speaking.

#### IV. ELEMENTS OF THIS UNIT

The types of oral composition which are handled in this unit are as follows:

- A. Telling a story
  1. Personal experience
  2. Retelling stories
  3. Imaginary situations
  4. Oral poem recitation
- B. Speeches such as:
  1. Announcements
  2. Introduction
  3. "Thank you" speeches
  4. Invitations
  5. Campaign speeches

## 6. Expositions

V. UNIT ASSIGNMENT SHEET (TO BE MIMEOGRAPHED FOR PUPIL USE)

1. Listen over the radio to certain speaking voices. Explain your reason for liking or disliking them.
2. Tell a story that the following might enjoy hearing:
  - a. A newcomer in your school
  - b. Your father
  - c. Friends around a campfire
  - d. An English girl visiting your home
  - e. A classmate on a rainy afternoon
3. Have a class chairman to introduce the pupil speakers and to take charge of the lesson. The chairman may call for suggestions and criticisms of the oral work.
4. Have an anecdote tournament. The class is divided into groups of five who gather together and tell anecdotes. By the vote of the group the best anecdote is submitted for the class finals. The class as a whole chooses the winner of the tournament by vote.
5. Prepare interesting stories for a humorous radio program.
6. Give a one-paragraph book report to interest your classmates in a book you have been reading.
7. You are the agent of a bookshop. Try to sell the story of your book so that others will be interested in frequenting the shop.
8. Retell in your own words the most exciting part of a book you have read.
9. You are president of Grade IX., and as such will present the class gift to the school. Give your presentation
10. Imagine your class at a banquet. Have each member prepare a brief, interesting, after-dinner speech.
11. You have been appointed to introduce the Mayor, the guest speaker, in your assembly program. He will address the school on "The Meaning of Armistice Day."
12. You have taken a trip to \_\_\_\_\_. Prepare a talk on some item of importance to your group.



Expositions

V. UNIT ASSIGNMENT SHEET (TO BE MINOR GRADUATE FOR PUPIL USE)

1. Listen over the radio to certain speaking voices. Explain your reason for liking or disliking them.
2. Tell a story that the following might enjoy hearing:
  - a. A newcomer in your school
  - b. Your father
  - c. Friends around a campfire
  - d. An English girl visiting your home
  - e. A classmate on a rainy afternoon
3. Have a class chairman to introduce the pupil speakers and to take charge of the business. The chairman may call for suggestions and criticisms of the work.
4. Have an envelope tournament. The class is divided into groups of five who gather together and tell anecdotes. By the vote of the group the best anecdote is selected for the class finale. The class is a whole chooses the winner of the tournament by vote.
5. Prepare interesting stories for a children's radio program.
6. Give a one-paragraph home report or interview about a subject in a book you have been reading.
7. You are the agent of a book. Try to sell a story of your book to a class of pupils. Prepare a list of questions to ask.
8. Retell in your own words the exciting part of a book you have read.
9. You are president of a club. Give a list of things the club will do.
10. Imagine your class as a band. Write a play or story. Give a brief, interesting, story-line.
11. You have been appointed to introduce the speaker at a school assembly. In your assembly program, give a short talk on "The Meaning of Christmas."
12. You have been a trip to \_\_\_\_\_ . Prepare a talk on some item of importance to your group.

13. You represent your room in the Student Council. Prepare a talk on some item of importance to your group.
14. You wish to be elected to a class office. Prepare a campaign speech.
15. Prepare an announcement. Here are some suggestions:
  - a. The arrival of an interesting display in the library
  - b. A faculty basketball game
  - c. A good movie you have seen lately
  - d. A contest for the writing of a prize essay
  - e. A special assembly program
  - f. An unexpected change in an assembly program
16. Retell a myth
17. Give a display talk. Explain how the object works and how it is used. Some objects which might be displayed are: camera, clay modelling tools, typewriter ribbons, carpenter's compass, sewing-machine parts, knitting needles, lacrosse equipment, stop watch megaphone.
18. Make up an original story to illustrate a proverb. Below are some sample proverbs:
  - a. A rolling stone gathers no moss.
  - b. Haste makes waste.
  - c. You can't teach an old dog new tricks.
  - d. Out of sight out of mind.
  - e. Laugh and the world laughs with you.
  - f. A word to the wise is sufficient.
  - g. Birds of a feather flock together.
19. Those with ability in drawing may give a blackboard talk illustrating by mechanical or freehand drawings on the board.
20. Bring an interesting picture from a magazine or paper. Give an oral talk using the picture as a basis.
21. Give a travel talk making use of a map or a chart.
22. Give an oral talk definitely planning to illustrate it by gestures and pantomime.
23. The pupil is given a beginning sentence. He completes the story. The following sentences might be used this way.



13. You represent your room in the Student Council. Prepare a talk on some item of importance to your group.

14. You wish to be elected to a class officer. Prepare a campaign speech.

15. Prepare an announcement. Here are some suggestions:

- The arrival of an interesting display in the library
- A faculty basketball game
- A good movie you have seen lately
- A contest for the writing of a prize essay
- A special assembly program
- An unexpected change in an assembly program

16. Write a story.

17. Give a display talk. Explain how the object works and how it is used. Use objects which have a display value; camera, clay modeling, etc. (p. 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

18. Write an original story. Use the following suggestions:

- A talking stone found in a cave
- A magic mirror
- You are a giant and you are
- Out of sight and out of mind
- Laugh and the world laughs with you
- A word to the wise is soon said
- Slide as a lawyer

19. Those with ability in drawing may wish to illustrate the following stories:

20. Write an interesting picture story. Use the following suggestions:

21. Give a travel talk using one of the following:

22. Give an oral talk on any of the following subjects by sketches and pictures:

23. The pupil is given a picture and asked to write the story. The following sentences may be used:

- a. Ellen stared with dismay at the burnt cake!
- b. The car stopped suddenly.
- c. On Hallowe'en the boys were caught.
- d. Her smile disappeared when she noticed who had entered the room.
- e. Jim looked longly at the bicycle displayed in the store window.
- f. Harold darted out of sight quickly when he saw his mother approach.
- g. "Hurry! Get in the house before he catches up with you!"
- h. Her face showed surprise when she looked at her report card.
- i. "Say, Mr. Jones, would you be the adviser of our Boys' Club?"
- j. The family gathered around the table loaded with goodies.
- k. "Oh," cried Jean, "we're locked out!"

## VI. SUGGESTED TOPICS FOR ORAL COMPOSITIONS

### A. Personal Experiences

1. My part in an exciting contest
2. My family's best joke
3. My favorite game
4. Why I was late
5. What frightened me
6. Lost in the country
7. Lost in the city
8. I saw an accident
9. A snowball fight
10. Three men on base
11. But he got away
12. A night on a train
13. Getting up at dawn
14. A hard problem
15. My twin
16. Good intentions
17. A prank at camp
18. Our gang
19. A fish story
20. On a paper route
21. Lady luck
22. An interesting dream
23. A cure for sunburn
24. My most embarrassing moment
25. A funny mistake
26. The first time I tried to swim



- a. Ellen started with dismay at the burst came!
- b. The car stopped suddenly.
- c. On Hallow's the boys were caught.
- d. Her smile disappeared when she noticed who had entered the room.
- e. Jim looked longly at the picture displayed in the store window.
- f. Harold darted out of sight quickly when he saw his mother approach.
- g. "Hurry! Get in the house before he catches up with you!"
- h. Her face showed surprise when she looked at her report card.
- i. "Say, Mr. Jones, would you be the adviser of our Boys' Club?"
- j. The family gathered around the table loaded with goodies.
- k. "Oh," cried Joan, "we're locked out!"

VI. SUGGESTED TOPICS FOR ORAL COMPOSITIONS

A. Personal Experiences

- 1. My part in an exciting contest
- 2. My family's best joke
- 3. My favorite game
- 4. Why I was late
- 5. What frightened me
- 6. Lost in the country
- 7. Lost to the city
- 8. I saw an accident
- 9. A snowball fight
- 10. Three men on horse
- 11. Let me go away
- 12. A night on a train
- 13. Getting on the camp
- 14. A hard problem
- 15. My twin
- 16. Food intentions
- 17. A group of camp
- 18. Our camp
- 19. A fish story
- 20. On a paper route
- 21. Lady Luck
- 22. An interesting dream
- 23. A cure for sunburn
- 24. My most embarrassing moment
- 25. A funny mistake
- 26. The first time I tried to swim

27. Measles for Christmas
28. The wrong house
29. All alone
30. Misunderstood
31. Footprints in the snow
32. One minute too late
33. At the circus
34. At an auction sale
35. The tattletale
36. My luck in a second-hand store
37. A secret overheard
38. Lemonade, five cents
39. How I spent my vacation
40. How I earned my first dollar
41. A gadget I have invented.
42. The old swimming hole
43. Showing off for mother
44. My first piece at Sunday School
45. Safety first
46. The first meal I prepared
47. The queerest meal I prepared
48. An April fool trick
49. One dream that came true
50. A page from my diary
51. Tinkering with my radio
52. A holiday celebration
53. Plans ahead
54. The woods in winter
55. Training my pet
56. Unusual pets
57. A modern explorer I admire
58. A modern aviator I admire
59. Farm life
60. My first party
61. A crowded street car
62. A joke I heard over the radio
63. A practical joker
64. Befriending birds
65. Some bird habits I have noticed
66. My favorite book friend
67. What our dog did
68. A false fire alarm
69. The team wins against odds
70. My first recollections
71. When the lights went out
72. My most pleasant surprise
73. My hobby
74. An interesting garden experience
75. My first music lesson



- 95. My first music lesson
- 94. An interesting garden experiment
- 93. My hobby
- 92. By what pleasant surprise
- 91. When the lights went out
- 90. My first recollections
- 89. The team wins against him
- 88. A fair five alarm
- 87. With out a dog
- 86. By favorite book (first)
- 85. Some birds which I have noticed
- 84. Potentially birds
- 83. A predicted fear
- 82. A joke I heard when I was 10
- 81. A crowded street car
- 80. My first party
- 79. Dear life
- 78. A modern relation
- 77. A modern engineer I admired
- 76. Unusual days
- 75. Training my cat
- 74. The woods in winter
- 73. Plans ahead
- 72. A holiday celebration
- 71. Timidly with my radio
- 70. A page from my diary
- 69. One dream that I had when I was 10
- 68. In April 1901, tried
- 67. The greatest meal I prepared
- 66. The first meal I prepared
- 65. Safety first
- 64. My first place at Sunday school
- 63. Showing off for Mother
- 62. The old sailing boat
- 61. A gadget I once invented
- 60. How I earned my first dollar
- 59. How I spent my vacation
- 58. Lemonade, five cents
- 57. A recent overboard
- 56. My lunch in a second-hand store
- 55. The fattest
- 54. At an auction sale
- 53. At the circus
- 52. One minute too late
- 51. Footprints in the snow
- 50. Misunderstood
- 49. All alone
- 48. The wrong horse
- 47. Messes for Christmas

76. My fortune told
77. As the whistle blew
78. Santa Claus, imposter
79. Watching an ant hill
80. How I made a new friend

B. Imaginary situations

81. My encounter with a bear
82. Interviewing the president
83. The mystery that I solved
84. How I won the game
85. My visit to Grand-Pre
86. Afloat in a rowboat
87. My ride in the Graf Zeppelin
88. At Little Antarctica with Byrd
89. I spend a day with Lindbergh
90. The capture of a desperado
91. How I prevented an accident
92. My great-great-grandfather as a pioneer
93. Newton one hundred years ago
94. Riding in a horse-car
95. The old family Bible speaks
96. My escape from a pirate crew
97. How I saved my dog's life
98. My visit to the King
99. When I saw Shakespeare
100. I think I should like to be \_\_\_\_\_

VII. DESIRED OUTCOMES

A. Knowledge and understanding of:

1. Types of speech and platform talks
2. Assembling and organizing material for oral composition
3. Simple technic or platform speech

B. Habits and skills

1. The ability to speak in complete sentences
2. The ability to limit the talk to the title
3. The ability to select important points and place them in the right order
4. The habit of assuming an easy and correct posture
5. The habit of using a pleasing voice quality
6. The habit of speaking in clear, correct English
7. The skill of adding spice to the story by variety in sentences, conversation, humor, or interesting details



- 76. My fortune told
- 77. As the whistle blew
- 78. Santa Claus, impostor
- 79. Watching an ant hill
- 80. How I made a new friend

F. Imaginary situations

- 81. My encounter with a bear
- 82. Interviewing the President
- 83. The mystery case I solved
- 84. How I won the game
- 85. My visit to Green-Isle
- 86. Allost in a powder
- 87. My ride in the Great Eagle
- 88. At Little Asterion with Big
- 89. I spend a day with Lincoln
- 90. The capture of a desperado
- 91. How I prevented an accident
- 92. My great-great-grandfather as a soldier
- 93. Nelson and I landed on the moon
- 94. Hiding in a bomb-proof
- 95. The old family party episode
- 96. My escape from a prison camp
- 97. How I saved a noble life
- 98. My visit to the King
- 99. How I saw Abraham
- 100. I think I should like to

VII. DESIRED OUTCOMES

A. Knowledge and understanding

- 1. Types of animals and their uses
- 2. Accidents and how to avoid them
- 3. Simple mechanics of everyday life

B. Habits and skills

- 1. The ability to speak in one's own words
- 2. The ability to think in one's own words
- 3. The ability to select important points
- 4. The ability to follow directions
- 5. The habit of assuming an easy and graceful posture
- 6. The habit of using a glass in one's hand
- 7. The habit of speaking in one's own words
- 8. The habit of adding time to the story of events
- 9. The habit of adding time to the story of events
- 10. The habit of adding time to the story of events

### C. Attitudes and appreciations

1. Appreciation of the need for good oral expression in the educational, business, and professional worlds
2. Appreciation of the effect of good speech on personality and manners, the making of friends, and the furthering of social contacts.

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Attitudes and Apprehensions

- 1. Apprehension of the need for an oral examination in the educational, business, and professional worlds
- 2. Apprehension of the effect of poor speech on personality and success, the loss of friends, and the bringing of family dishonor.

III. Attitudes

- 1. The general attitude toward the subject of speech
- 2. Attitude toward the subject of speech in the home
- 3. Attitude toward the subject of speech in the school
- 4. Attitude toward the subject of speech in the business world
- 5. Attitude toward the subject of speech in the professional world
- 6. Attitude toward the subject of speech in the social world
- 7. Attitude toward the subject of speech in the literary world
- 8. Attitude toward the subject of speech in the scientific world
- 9. Attitude toward the subject of speech in the religious world
- 10. Attitude toward the subject of speech in the political world
- 11. Attitude toward the subject of speech in the artistic world

## CHAPTER IV

## FURTHER STUDY OF THE UNIT AND UNIT ASSIGNMENT

Further study of the unit.-- During continued study of the unit, the chairman discovered that many unit plans began to appear. These differed mainly in patterns suggested. For instance, according to "An Experience Curriculum in English"<sup>1/</sup> the following pattern for a unit on "Film Fancies" would be:

Primary Objectives<sup>2/</sup>

- To have pupils judge good and poor moving pictures by standards they evolve
- To enjoy literature through the medium of the motion picture
- To develop skill in retelling stories of plays, as a phase of training in self-expression through conversation and writing

Enabling Objectives

- To develop desirable attitudes and ideals
- To develop ability to evaluate motives, conflicts, and character traits
- To gain a vocabulary necessary to an elementary discussion of current motion pictures, screen art, and technique
- To the writer, these objectives in themselves are not very

helpful unless activities are suggested that will give the pu-

<sup>1/</sup> M. Wilbur Hatfield, and Others, "An Experience Curriculum in English," New York, D. Appleton Century Co., 1935.

<sup>2/</sup> Compare the statement of the unit on "Film Fancies" on p. This is in accordance with the writer's understanding of the unit originated by Dr. Roy O. Billett.





pils' definite experiences. In other words, what activities would develop desirable attitudes and ideals toward motion pictures?

"The Syllabus for Secondary Schools" published by the New York State Education Department used the following illustrative pattern for a "Unit Description." 1/

#### Primary

1. To gain the ability to speak and write more clearly and more interestingly through the effective use of description.

#### Supplementary

1. To observe and to report observations in unhackneyed and individual ways.
2. To visualize more clearly the places, persons, and scenes described in books.
3. To improve diction by attention to the aptness and suggestiveness of words.

#### Suggested Activities and Procedures

1. The value of using color, specific words and comparisons in descriptions. Elaborating bald statements lacking in detail to be rewritten, exchanged, and read aloud. Choice of best for board work.

This pattern has more value because it attempts to give activities and procedures. Infinitive statements of the objectives are rather weak unless followed by activities giving experiences that would bring about the fulfillment of the objective. Teachers pay little attention to a list of objectives.

Angela M. Broenig suggests a combination of several patterns for the Baltimore Course of Study, and Columbia University has a still different conception of what comprises a complete unit of

1/Syllabus in English for Secondary Schools, The University of the State of New York Press, 1935, Albany, p. 198.



the 'definite experiences' in other words, that activities would develop desirable attitudes and habits toward the

current

"The syllabus for Secondary Schools" published by the New York State Education Department and the following list of subjects for a "Unit Description."

Primary

1. To gain the ability to speak and write with clarity and more successfully through the efficient use of language.

Supplementary

1. To observe and to report observations in the field and in the laboratory.
2. To visualize and clearly and precisely explain the processes of the natural world.
3. To improve the ability to select and to use the best evidence of fact.

Suggested Activities and Experiences

1. The value of using the scientific method in the study of the natural world.
2. The value of using the scientific method in the study of the natural world.
3. The value of using the scientific method in the study of the natural world.

This pattern of study should be followed in the study of the

universe and the human body. The student should be encouraged to

use his own mind and to use the scientific method in the study of

the universe and the human body. The student should be encouraged to

use his own mind and to use the scientific method in the study of

the universe and the human body. The student should be encouraged to

use his own mind and to use the scientific method in the study of

the universe and the human body. The student should be encouraged to

use his own mind and to use the scientific method in the study of

the universe and the human body. The student should be encouraged to

work.

From the above, it appears that procedures in making units are not uniform, but that fact should not detract from the underlying value that accrues from the use of any unit plan. Each teacher should adapt the plan to meet her own particular needs. The plan that allows for this adaptation more readily seems to be the more recent concept of the unit and unit assignment developed at Boston University.

The Unit and Unit Assignment.-- After the work in unit-making was well launched and teachers had become unit-conscious, still looking for improvement in the making of units, the chairman took a course in The Unit and Unit Assignment, given by Dr. Roy O. Billett of Boston University. The following explanation of the unit and unit assignment and the units on "Writing Friendly Letters" for grade 7 and "Film Fancies" and "Listening In" are the results of this study.



work.

From the above, it appears that procedures in reading units are not uniform, but that fact should not detract from the un-

derlying value that accords from the use of any unit plan.

Each teacher should select the plan he most likes for his particular

needs. The plan that allows for this adaptation more readily

seems to be the more recent concept of the unit plan and this

alignment developed at Boston University.

The Unit and Unit Adaptation -- Since the unit is a unit-

asking was well furnished and resources and adapted to the situation.

Still looking for improvement in the unit of study, the teacher

can look a course in the Unit and Unit Adaptation, given by

Dr. Roy G. Ballard of Boston University. The following explanation

of the unit and unit adaptation and the unit in writing

friendly letters for grade 7 and 8 and "Unit and Unit Adaptation"

are the results of this study.

## CHAPTER V

## UNITS OF WORK MADE BY THE CHAIRMAN

## AS A RESULT OF THIS STUDY

Explanation of the Unit and Unit Assignment Plan. According to Dr. Billett, the unit represents "the teacher's goal stated in terms of a desirable change to be made in the pupil in concept or skill, and hence in the resultant ideal, attitude, or appreciation."<sup>1/</sup> The verbal representation of unit is stated in complete declarative sentences and is not seen by the pupils.

The Delimitation of the Unit is "a statement of the lesser learning products which are components of the unit and which are to be made the direct object of instruction in a given class of a given grade level in a given situation within a given time allotment."<sup>2/</sup> Each item of the delimitation should be stated in one or more declarative sentences, employing a vocabulary which the pupils may be expected to use when they have finished the unit assignment.

<sup>1/</sup> Roy O. Billett, Fundamentals of Secondary School Teaching, Houghton Mifflin Company, Boston, 1940, p. 505.

<sup>2/</sup> Ibid





Under Incidental and Indirect Learning Products the teacher names "certain ideals, attitudes, or appreciations to which the increments of meaning, insight, or skill which are the unit and its delimitation may contribute."<sup>1/</sup>

The Unit Assignment is the general plan of the teacher-pupil activity. In other words, "it is the best sequence of teacher-pupil activity which the teacher was able to arrange prior to the opening of the teaching-learning cycle. Part of every unit assignment must be left to develop as the teaching-learning cycle proceeds."<sup>2/</sup>

In the ensuing illustrative units of work the author likes to think of the unit assignment as containing the activities and experiences in which the pupils are to participate in order to acquire the attitudes and concepts outlined in the unit. Usually the pupil is given a printed assignment sheet suggesting the problems and activities connected with the study. The activities should be planned with the individuality of the various pupils in mind. The unit assignment should contain optional related activities, in which pupils engage from choice, as well as core activities, in which most pupils are expected to engage. There should be activities for all levels of abil-

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<sup>1/</sup> Roy O. Billett, Fundamentals of Secondary School Teaching, Houghton-Mifflin Company, Boston, 1940, p. 506.

<sup>2/</sup> Ibid





ity and in all branches of skills. The pupil may then proceed at his own rate, helped by the teacher, if necessary. This step is sometimes known as the laboratory method.

Class discussions should follow laboratory periods. Here experiences are exchanged, and the teacher is able to judge the progress being made and the various reactions of the pupils to the activities.

Testing is the teacher's method of diagnosing present achievement and weaknesses as well as obtaining objectively the results of the work on a given unit.

A list of materials and a list of references that will help in the study of the unit should be included in the unit assignment.



ity and in all branches of skills. The pupil may then proceed  
on his own rate, helped by the teacher, if necessary. This  
step is sometimes known as the laboratory method.

Class discussions should follow laboratory periods. Here  
experiences are exchanged, and the teacher is able to judge  
the progress being made and the various reactions of the pupils  
to the activities.

Testing is the teacher's method of determining present  
achievement and weaknesses as well as determining whether the  
results of the work are given units.

A list of objectives and a list of activities are  
help in the first step, with the teacher as guide in the  
activities.

## UNIT VI --- WRITING FRIENDLY LETTERS (Grade 7)

The Unit

Writing letters is the most important kind of writing there is, because letters are the one common means of written communication between persons. Next to speaking, a person is judged by the letter he writes. A letter represents a person and is more severely judged because a mistake in writing is more noticeable than a spoken error. It is necessary to know the correct courtesies and forms of letter writing in order to take one's place in society. A blotted letter, full of misspelled words, illegible writing, and mistakes in grammar gives the same impression that a person would give if he went calling with dirty face and hands and wrinkled clothes.

Delimitation of the Unit

1. A good friendly letter should have the following characteristics:
  - a. It should be interesting, cheerful, and entertaining.
  - b. The writer should select only topics that are of interest to the reader.
  - c. He should remember to ask the reader questions about himself and answer the other person's questions.
  - d. A good letter should use expressive words and varied sentences.
  - e. The handwriting should be legible.
  - f. The letter should be correct in form, with no errors in spelling, punctuation, grammar or capitalization.
  - g. A friendly letter should be like a chat with a friend.
  - h. In writing letters a person should use white or cream paper of good quality with matching envelope, blue or black ink, and a good pen.





2. A friendly letter consists of five parts:

- a. The heading is the part of a letter which gives the address of the writer and the date.

(1) The heading is usually put in the upper right hand corner of the first page of the letter.

(2) The heading may be written in either of the following two ways:

29 Eden Avenue  
West Newton, Massachusetts  
January 28, 1941

29 Eden Avenue  
West Newton, Massachusetts  
January 28, 1941

- b. The salutation (or greeting) tells to whom the letter is written.

(1) Examples of salutations for a friendly letter are:

Dear Mary,	Dear Mrs. White,
Dear Aunt Rebecca,	Dear Grandmother,
Dear Father,	My dear Miss Wheeler,

(2) A comma should be placed after a friendly greeting.

- c. The complimentary close includes the words you use to close the letter.

(1) The close for the friendly letter is usually one of the following:

Sincerely yours,	Your loving son,
Affectionately yours,	Your friend,
Your affectionate daughter,	Lovingly yours,

(2) Only the first word of the closing should begin with a capital.



3. A friendly letter consists of five parts:

a. The heading is the part of a letter which gives the address of the writer and the date.

(1) The heading is usually one in the upper right hand corner of the first page of the letter.

(2) The heading may be written in either of the following two ways:

35 Main Avenue  
West Newton, Massachusetts  
January 25, 1941

35 Main Avenue  
West Newton, Massachusetts  
January 25, 1941

b. The salutation or greeting is the part of the letter in which the writer addresses the person to whom the letter is written.

(1) Examples of salutations for a friendly letter are:

Dear Mary,  
Dear Mr. Smith,

Dear Mr. and Mrs. Brown,  
Dear Mr. and Mrs. Jones,

(2) A comma should be placed after a friendly greeting.

c. The body of the letter is the part of the letter in which the writer tells the person to whom the letter is written what he or she wants to say.

(1) The close for the friendly letter is usually one of the following:

Sincerely yours,  
Respectfully yours,  
Very truly yours,

Love,  
Affectionately yours,

(2) Only the first word of the closing should be capitalized.

(3) A comma should be placed after the complimentary close.

d. The signature is the name of the person who writes the letter.

(1) The first name is often enough in a friendly letter.

(2) In a letter to a person not well-known, the writer should use his full name.

e. The body is the main part of the letter.

(1) The first word of the body should be indented about an inch, and each paragraph of the letter should be indented the same amount of space.

(2) What a person writes in the body depends upon the kind of letter he is writing.

(a) In a friendly letter one may write about anything.

(b) In a "thank you" note, one should say more than just "thank you." He should tell why he is glad to have the gift and how he plans to use it. If he is thanking his host for a visit, he should tell in what ways he felt his host or hostess made his visit a pleasant one. He should write as soon as possible after receiving the gift or kindness.

(c) A letter of invitation should tell the place, date, and hour. An invitation to visit a person should state definitely the length of the visit.

(d) An answer to an invitation should be sent as soon as possible and should follow the form of the invitation sent. If the person is unable to accept, he should state the reason why he cannot go.

3. An envelope should match the letter paper.



- (3) A comma should be placed after the complimentary close.
  - 4. The signature is the name of the person who writes the letter.
    - (1) The first name is often enough in a friendly letter.
    - (2) In a letter to a person not well-known, the writer should use his full name.
  - 5. The body is the main part of the letter.
    - (1) The first word in the body should be indented about an inch and each paragraph should be indented the same amount.
    - (2) What a person writes in the body depends upon the kind of letter he is writing.
      - (a) In a friendly letter, the writer may write as follows:

(b) In a "business" letter, the writer should write as follows:

(c) A letter of invitation should be written as follows:

(d) An answer to an invitation should be written as follows:
6. An envelope should match the letter paper.

- a. If block form is used in the letter, the address on the envelope should be in block form; otherwise, the indented form is used.
- b. The sender's name and return address should appear in the upper left hand corner of the envelope.

#### Incidental Learning Products:

Use of comma

Abbreviations

Titles and words of family relationship are capitalized

Time Allotment - 10 periods

#### Introduction:

Read examples of good letters like Louisa Alcott's letters to her sisters, Julian Huxley's letter to his grandfather -- Thomas Huxley, or Theodore Roosevelt's Letters to His Children

Question: Who wrote the most interesting letter you have ever received or read? What made it so interesting?

Have you an interesting letter at home that you would like to bring to read to the class?

#### Unit Assignments (Guide Sheet for Pupils)

##### Interesting Things to Do in Letter Writing

Let's do these first:

1. Write to a real person. If you can't think of anyone yourself, select one from the following list:
  - a. Your father or someone else in the family
  - b. Your aunt
  - c. Your best friend at camp
  - d. Your scout leader



2. If block starts with the word "The" or "On" the subject should be in block form. Also, the intended form is noted.

3. The number's name and return address should be in the upper left corner of the block.

Indicated by the following:

Use of words

Indicated by

Using the words of the subject in the block.

The subject is in block

Indicated by

Use of words in the subject in the block. The subject is in block.

Question: Who is the subject in the block?

Answer: The subject is in the block.

Unit and subject in the block.

Indicated by

Let's see what the subject is.

Let's see what the subject is. The subject is in the block.

Let's see what the subject is. The subject is in the block.

Let's see what the subject is. The subject is in the block.

Let's see what the subject is. The subject is in the block.

Let's see what the subject is. The subject is in the block.

e. your cousin

Bring your letter to the desk as soon as you finish it, or raise your hand and I will come to you. If I am busy when you finish, go on with the other assignments. I shall select two of these letters to be written on the board. If yours is good, perhaps it will be chosen.

2. Make a list of the desirable qualities of a friendly letter.
3. Write a letter to the person across the aisle about something you are interested in doing. Try to make it interesting by including details that you think the reader would like to hear. Tell about your plans for your club this year, your pet, your hobby, or an interesting visit to some place of interest. Exchange your letters and answer the one written to you.
4. Write the following three addresses as they would appear upon an envelope. Use the indented form.  
 Miss Martha Brown 4 Gay Street Newtonville Massachusetts  
 Mrs Arthur W Stone 56 Valentine Street Burlington Vermont  
 Dr. Raymond Hitchcock 23 Alabama Street Detroit Michigan
5. The following letter is incorrect in form and punctuation. It isn't a very interesting one; is it? Can you correct it, and make it more interesting?

Sept. 23, 1938,  
 27 Allen Street,  
 Lakeville, Conn.

Dear George;

I haven't anything to do so I guess I'll write to you. I am well and hope you are the same. My uncle from China is visiting us.

Yours Truly

Ralph Watson.



Your cousin

Bring your letter to the desk as soon as you finish it  
or raise your hand and I will come to you. If I am  
busy when you finish, go on with the other assignments.  
I shall select from these letters to be in form of  
the book. It seems as good a plan as will be  
chosen.

2. Make a list of ten desirable qualities of a friend  
by letter.

3. Write a letter to the person whose name is on the  
something you are interested in doing. Try to make  
it interesting by including details about your  
the person's life to read. Tell about your  
life for your life. Tell about your  
or an interesting visit to some place of interest.  
Exchange your letters and answer to the writer  
to you.

4. Write the full name of the person whose name is on the  
appear upon an envelope. Use the name in the  
name of the person whose name is on the envelope.

5. Write a letter to the person whose name is on the  
envelope. Use the name in the  
name of the person whose name is on the envelope.  
Use the name in the  
name of the person whose name is on the envelope.

6. The following letter is written to a person whose  
name is on the envelope. It is a very interesting  
letter. Can you answer it? Write the name of the person  
to whom you are writing.

Dear Mr. Brown:

Dear Cousin:

I have just received your letter of the 12th and was  
glad to hear from you. I am well and hope you are the same. I am  
writing you.

Yours truly,

John Brown.

### Other Interesting Things to Do

1. Write to a classmate who is ill or in the hospital. Make your letter as cheerful and entertaining as possible. If you can draw, put in some pictures.
2. Rewrite one of your letters. See if you can improve it by using more descriptive adjectives, adverbs, or phrases.
3. Pretend that your aunt has just sent you a birthday present. Write a "thank you" letter to you.
4. Make a chart in your notebook by which you check your progress in letter writing.

### Progress Chart of My Letters

	Letter I	Letter II	Letter III	Letter IV
Heading Correct				
Salutation Correct				
Complimentary Close				
Is it interesting?				
Have I asked about the other person?				
Correct spelling				
Neat				
Correct punctuation				
Complete sentences				

5. Be prepared to read one of your letters aloud. Let the class help you apply the progress chart to it.
6. Would you like to copy another of your letters on the board? It will help us to discuss form, correct punctuation, sentence structure, paragraphing, and things that make it interesting.

### TESTING FOR FORM

Place in their proper positions on a sheet of paper each of the following groups of headings, salutations, complimentary endings, and signatures. Be sure to punctuate correctly and to capitalize the right words.



Other Interesting Things to Do

1. Write to a classmate who is ill in the hospital. Ask your letter as cheerful and entertaining as possible. If you can draw, put in some pictures.
2. Rewrite one of your letters. See if you can improve it by using more descriptive adjectives, adverbs, or phrases.
3. Pretend that your aunt has just sent you a birthday present. Write a "thank you" letter to her.
4. Make a chair in your notebook by which you can put pictures in letter writing.

Progress Chart of the Letters

Letter Number	Letter Date	Letter Topic	Letter Grade
1	11	Letter to Aunt	A
2	12	Letter to Friend	B
3	13	Letter to Mother	C
4	14	Letter to Teacher	D
5	15	Letter to Grandmother	E
6	16	Letter to Uncle	F
7	17	Letter to Sister	G
8	18	Letter to Father	H
9	19	Letter to Cousin	I
10	20	Letter to Neighbor	J

5. Be prepared to read one of your letters to the class. Help you with the progress chart to do.
6. Would you like to keep a record of your letters? The record is still kept as it is. You can keep a record of your letters in a notebook. You can keep a record of your letters in a notebook. You can keep a record of your letters in a notebook.

EXERCISES FOR THE

Place in their proper positions on a sheet of paper each of the following groups of sentences, adjectives, and phrases. Be sure to underline the main words.

1. 20 riverside drive new york new york - dear mary -  
sincerely yours - Joan Tabor - september 18 1938
2. nashua new hampshire August 15, 1938 my dear son  
your loving father George Sutton
3. 118 east eighty-first street chicago illinois decem-  
ber 22 dear alfred your affectionate sister beverley
4. april 12 1937 3005 fourth street san diego richard  
sprague yours sincerely dear mr. green california
5. my dear miss weston 21 north main street cordially  
yours philadelphia pennsylvania

Copy the following letter, punctuating it and putting it  
in correct form:

23 Elm street Worcester Massachusetts September 25 1939  
dear alice I'm glad you had such a nice trip bicycling  
all around england this summer I should have liked to  
have gone too but I had to go to camp I enjoyed the post  
card from chester imagine sleeping overnight in a church  
did you meet many other people traveling under the care  
of the youth hostel association will you write me more  
about your trip alice with love mary

## LISTENING IN

### The Unit

Radio plays an important part in our lives because it  
furnishes us with entertainment and information. There  
are many types of radio programs, but the most important  
ones are news broadcasts, dramatic broadcasts, education-  
al broadcasts, and musical broadcasts. There are good  
programs and poor ones in each type of broadcast. The  
person who wishes to get the most out of his radio needs  
to discriminate between the two and judge the programs  
according to a standard he makes himself. A good pro-  
gram is one that has technical perfection, has a purpose,  
is well-organized, is honest in its representation of  
life, and has able performers whose voices are pleasant  
and distinct. A poor program is one that is dull, care-  
lessly arranged, without a purpose, full of pauses and  
advertising "plugs," and has no theme or unity.

### Delimitation of the Unit





1. In a program designed to give information, the speaker should have a purpose and make clear to the hearer what he has to say.
  - a. He should speak distinctly and accurately.
  - b. He should present his material in an orderly fashion.
  - c. He should give facts supported by proof.
2. If the purpose of the program is entertainment, there should be a main idea (or theme), brought out by the story or play.
  - a. Stories should be true to life.
  - b. Characters should act like real people.
  - c. Sound effects should be natural and carefully worked out.
  - d. Dialogue should be natural.
    - (1) Speakers should enunciate distinctly and pronounce correctly.
    - (2) Because the actor has no stage or scenery, his voice must portray his character, moods, and action.
  - e. Plays should have a good beginning.
  - f. The action should not drag.
  - g. Plays should work up to a climax.
  - h. Plays should tell some truth about life as well as being entertaining.
  - i. The acting should be convincing and lifelike.
3. In a musical program, musicians should have real musical training and background.
4. The speakers should have pleasing voices.
  - a. Some unpleasant voice qualities are harshness, a nasal twang, a monotonous tone, and indistinctness.



1. In a program designed to give information, the speaker should have a purpose and keep close to the subject which he has to deal.
- a. He should speak directly and concisely.
- b. He should present his material in an orderly fashion.
- c. He should give facts and figures as they are.
2. In the purpose of his program, the speaker should be a main idea (or ideas), organized and a story or plan.
- a. He should choose his material carefully.
- b. He should organize his material in a logical manner.
- c. He should give his material in a clear and concise manner.
3. The speaker should have a purpose and a plan.
- a. He should choose his material carefully.
- b. He should organize his material in a logical manner.
- c. He should give his material in a clear and concise manner.
4. The speaker should have a purpose and a plan.
- a. He should choose his material carefully.
- b. He should organize his material in a logical manner.
- c. He should give his material in a clear and concise manner.
5. The speaker should have a purpose and a plan.
- a. He should choose his material carefully.
- b. He should organize his material in a logical manner.
- c. He should give his material in a clear and concise manner.
6. The speaker should have a purpose and a plan.
- a. He should choose his material carefully.
- b. He should organize his material in a logical manner.
- c. He should give his material in a clear and concise manner.
7. The speaker should have a purpose and a plan.
- a. He should choose his material carefully.
- b. He should organize his material in a logical manner.
- c. He should give his material in a clear and concise manner.
8. The speaker should have a purpose and a plan.
- a. He should choose his material carefully.
- b. He should organize his material in a logical manner.
- c. He should give his material in a clear and concise manner.
9. The speaker should have a purpose and a plan.
- a. He should choose his material carefully.
- b. He should organize his material in a logical manner.
- c. He should give his material in a clear and concise manner.
10. The speaker should have a purpose and a plan.
- a. He should choose his material carefully.
- b. He should organize his material in a logical manner.
- c. He should give his material in a clear and concise manner.

- b. Careful articulation and correct enunciation are important.
- 5. Speeches should be carefully planned so that they are easy to follow.
- 6. Historical dramalogs are often more sentimental than accurate.
- 7. "Kid programs," although interesting and exciting, are harmful because they develop ideas and ideals that are neither true to life nor character-building.
- 8. Advertising should not be done in an objectionable way to interfere with the enjoyment of the program.
- 9. In preparation for a broadcast script should be re-read until it sounds like talking.
- 10. Programs should show evidence of careful rehearsing and timing.

#### Sources of Materials for Radio in Education

##### Information about Educational Programs

- 1. Newspaper listings
- 2. Radio Guide - a weekly periodical which gives classified listings of programs a week in advance. Special page called "Listen to Learn" is devoted to educational programs. Regal Press, Inc., 731 Plymouth Court, Chicago, Ill.
- 3. Educational listings
- 4. Local station advance listings, Local stations are usually willing to put schools on the mailing list for advance listings of programs.
- 5. N.B.C. Presents - a monthly listing of educational and cultural programs of the N.B.C. networks. R.C.A. Building, Radio City, New York, N.Y.
- 6. For the Student - weekly listing, Columbia Broadcasting System, 485 Madison Avenue, New York, N.Y.
- 7. Educational and Cultural Programs from Chicago Sta-





tions. National Broadcasting Company, Merchandise Mart, Chicago.

#### Information about School Broadcasts

1. N.B.C. Music Appreciation Hour - an instructor's manual, price 25¢, and a student's notebook for each of series A, B, C, and D, price 10¢, National Broadcasting Company, R.C.A. Building, Radio City, New York.
2. The American School of the Air - teacher's manual and guide, Columbia Broadcasting Company, 485 Madison Ave., N.Y.

#### Books About Education by Radio

1. Harrison, Margaret. Radio in the Classroom. New York, Prentice-Hall, Inc., 1937. \$2.50.
2. Darrow, Ben H., Radio, the Assistant Teacher. Columbus, Ohio, R. G. Adams and Co., 1932. \$1.90.
3. Hill, Frank. Listen and Learn, New York, American Association for Adult Education, 1937. \$1.25.
4. MacLatchy, J., editor, Education on the Air, 1930, 1931, 1932, 1933, 1934, 1935, 1936, 1937, 1938. Yearbooks of the Institute for Education by Radio, Columbus, Ohio: Ohio State University Press. \$2.00 per volume.
5. Marsh, C.S., editor. Educational Broadcasting, 1936, 1937, University of Chicago Press, Chicago. \$3.00.
6. Eisenberg, Azriel L., Children and Radio Programs. New York, Columbia University Press, 1936. \$3.00.
7. Cline M. Koon. How to Use Radio in School, Laramie, Wyoming, University of Wyoming, 1937. \$1.00.

#### Pamphlets and Bulletins

1. Education by Radio - A monthly bulletin. National Committee on Education by Radio, 1 Madison Avenue, New York.
2. The News Letter. A monthly bulletin, Bureau of Educational Research, Ohio State University, Columbus, Ohio.





3. Koon, Cline M., The Art of Teaching by Radio, Washington, D.C., Government Printing Office, 1933. \$.10. May be obtained from the Superintendent of Documents, Washington.
4. Radio Manual, Glossary of Radio Terms, Handbook of Sound Effects, Catalogue of Educational Radio Script Exchange. Washington, D.C., U.S. Dept. of the Interior, Office of Education Radio Project.
5. Lowdermilk, R.R., Teaching with Radio. Columbus, Ohio: Bureau of Educational Research, Ohio State University, 1938. Free.
6. Hogan, John V.L. and Wilmotte, R.M., Auditory Aids in the Classroom, New York: Committee on Scientific Aids to Learning, 1938. Free.
7. Co-operating Teachers and Staff of Evaluation of School Broadcasts Project. How To Use the Radio in the Classroom, Washington, D.C., National Association of Broadcasters, 1939. Free through local radio stations.
8. Tyler, I. Keith, editor. Radio in Education, Washington, D.C., Department of Supervisors and Directors of Instruction of the National Education Association of the United States, 1939. \$.25.
9. Handbook for Amateur Broadcasters., Junior Scholastic Order Dept., Chamber of Commerce Bldg., Pittsburgh, Pa.

#### Organizations from Whom Information May be Obtained

National Advisory Council on Radio in Education, 60 East 42nd St., New York

National Committee on Education by Radio, 1 Madison Ave., New York

Institute for Education by Radio, Ohio State University, Columbus, Ohio

Committee on Scientific Aids to Learning, 41 East 42nd Street, New York

Audio-Visual Education, Teachers College, Columbia University





Women's National Radio Committee, 113 West 57th Street,  
New York

National Association of Broadcasters, 1626 K Street, N.W.,  
Washington, D.C.

### Current Magazines

Scholastic, American High School Weekly, Chamber of Commerce Building, Pittsburgh, Pa.

Radioscope, Saturday Boston Evening Transcript

Junior Scholastic, Chamber of Commerce Building, Pittsburgh, Pa.

Listeners' Digest, Good Things from Radio Presented in Brief, 420 Lexington Avenue, New York City - \$.25.

### Unit Assignment Sheet

Some pupils think that The Aldrich Family is the best radio program; others like Information Please; still others like a good radio play or dance orchestra; a few like the Metropolitan Opera on Saturday or a good concert or symphony program. What do you think is the best program on the air today? Can you tell why you like it? What is your measuring stick for telling what you like or what you dislike on the radio? Let's sample a few programs, good and bad ones, and then compare results.

1. First of all let's make a list of programs under the following headings and then vote on the best one in each classification.

- |                        |                          |
|------------------------|--------------------------|
| I. Sports              | VI. Singers              |
| II. Serials            | A. Men                   |
| III. Plays             | B. Women                 |
| IV. Lectures and talks | VII. Comedy Programs     |
| V. News commentators   | VIII. Variety Programs   |
|                        | IX. Symphony and Concert |
|                        | X. Dance Orchestras      |

2. Begin a booklet in which you may include all the material you write on the radio.
3. Go to the library to find out about the work of Marconi, Hertz, Lee DeForest, and other men who





who have contributed to the radio. When you take notes, be sure that you take down the name of the book and the pages from which you took the information. Organize your notes in outline form and then write your report on "Men Who Have contributed to the Radio."

4. Since we cannot listen to the simultaneous programs of the four major networks and more than 500 stations, it is important that we select only the worthwhile programs. How can we select those that are most airworthy? Shall each one of us make up his own measuring stick? Perhaps there are a few standards, however, that we might all use. First of all decide upon a program you hear frequently, and then answer the following questions about it. Answer with complete sentences.

- (1) What is the purpose of the program? To entertain? To educate? To sell something? To influence you in some way?
- (2) Does the whole program seem well-organized? Were the performers carefully chosen? Did the program show careful rehearsing and timing?
- (3) Was the advertising done in an objectionable way? How much time out of the whole program was given to advertising? Does it make you feel that you wouldn't buy the product, or are you grateful to the sponsors?
- (4) What is the ability of the performers? Is the actor or speaker well-known? Is the speaker an authority on the subject? Is the program honest in its representation?
- (5) Are children's programs true to life or just exciting? Do the sponsors try to reach the parents through the children? Are the ideas and ideals they develop worth-while?
- (6) From your thought about it and our discussion make a list of at least five standards for judging a radio program. Pretend that you are a judge of radio programs.

5. Decide which are your two favorite radio stars and





write a paragraph about each one telling why you like him or her. Try to select adjectives that exactly describe them and be specific about telling why you think they are outstanding.

6. Who's Who in the Radio. Be prepared to give an oral talk on one of the news commentators, "Information, Please" specialists, announcers, or other outstanding radio figures. Don't select people about whom you have already written.
7. Write a letter to a friend describing two radio programs that you dislike and telling specifically why you think they are poor.
8. Make a list of five ways in which you think radio might be improved. Be prepared to discuss them in class.
9. A great many types of plays are being presented over the radio today. Some are good plays and others are weak and sensational. What are some questions you would ask yourself about these plays. Here are a few. Can you add some other questions to these?
  - (1) Is it true to life?
    - a. Could this have happened?
    - b. If it did happen, would it have happened in this way?
  - (2) Are the characters real?
    - a. Do they act like real people?
    - b. Have you known people just like them?
  - (3) Are the sound effects in the play carefully worked out?
  - (4) Are the scenes exaggerated?
  - (5) Is the dialogue natural? Do the speakers enunciate distinctly and pronounce correctly? Because the actor has no stage or scenery his voice must portray his character, moods, and action.
  - (6) Has it a good beginning? Does it drag? Does it plunge you into the story swiftly?
  - (7) Can you find the climax or highest point of interest?





- (8) Is there uncertainty or suspense that keeps you interested?
  - (9) Has it value? Was it merely entertaining or did it tell you some truth about life?
  - (10) Do the actors take these parts well? Explain.
10. Each row may prepare and give a radio program. Select a chairman, hold meetings, write the script, rehearse, and present the program before the class. If your group is very good, we may give your program over the school radio. If you decide on a radio play, here are a few suggestions to help you in writing the script:
- (1) In beginning a radio play write a synopsis of each scene.
  - (2) Each play should have some conflict, suspense, minor and major climaxes.
  - (3) Each scene must advance the action.
  - (4) Read it to a friend to see if it interests him.
  - (5) Make plays for special days -- Christmas, Thanksgiving, etc. -- that might be used in school.
  - (6) Make dialogue real and describe what is going on.
  - (7) Make speeches short.
  - (8) Introduce sound effects to give realism to play.
  - (9) Write a description that sets the opening scene so that the announcer may introduce the play.
  - (10) Do you know how to make your play the right length? Read an article for one minute, speaking distinctly and not too quickly. Count the number of words read in the minute. Multiply it by the number of minutes allowed you. Read each speech aloud several times, underline important words, mark of pauses with a / .

In any other program be sure that you make clear to the audience at once just what you are doing. Why are the





first few minutes important? Begin by an arresting sentence or an illustration.

There are many types of programs that you may give individually or in groups. Here are a few suggestions but you doubtless can think of many better ones yourself:

A broadcast of the news or a current events talk.

History Dramalogs - Great Minutes in History

Talks on Achievements - Great Men and Women

Dramatization of literary masterpieces and stories

Travelogs

An art talk - appreciation of certain pictures or artists

Science talks

Mythological stories

A spelling bee

11. Investigate and write a one-paragraph report of television. See magazines in the library.
12. Make a list of words used in radio vocabulary.
13. In a written report, tell how radio has brought to the American fireside a greater and more immediate knowledge of one of the following: politics, medicine, fashions, history, science, sports, music, drama, comedy.
14. During one class recitation it might be interesting to have a "Hall of Fame Hour." We might be able to learn about some well-known people of today. Listen in on a few interview programs during the next few days to see how it is done. Consult the newspaper listings. Who are some of the people that you'd be interested in knowing more about? Make a list of five people. We shall put several on the board and select about ten by popular vote. Our list should





include people from many walks of life -- athletes, singers, statesmen, business men, etc.

15. The next time you listen in on the radio make a list of wrong pronunciations by announcers and other performers - for instance, "seckertaries" and "Dee troit" "amatures," "atheletics," "mathmatics," "heighth," "storcking." See how many you can detect.

16. Reading suggestions

In the November 13, 1937 issue of the Junior Scholastic in the library, you may be interested in reading the following articles:

Television Next - p. 3

We're on the Air - p. 4 - A dramatization of the story of radio that we can give over the school radio if you would like to plan it.

Hello Atlantis - a little drama of a Ship-to-Shore 'phone call.

Hear! Hear! - an illustrated page showing how all the sound effects are made - p. 11.

Jobs in Radio - p. 15

In the Scholastic, The American High School Weekly, Radio Number, January 11, 1936, there are a number of interesting articles on the radio that you can read and write "thumb-nail" reports of them for your booklet.

How to Judge a Radio Program - p. 1

S-O-S - a dramatic sea tale - p. 2

The Vicar Saves the Day, a one-act play for radio broadcasting, p. 7. (This will give you an idea how script is written.)

Writing for the Radio - p. 9

There's Music in the Air - an article on radio music of all kinds.





Announcers' English - p. 13

Radio - A New Technical Vocation - p. 17

17. If you care to read more about the radio, look in the Reader's Guide to Periodicals under the word "Radio."

### Test on Radio Unit

#### I. Matching Test (10 points)

In the blanks at the left of the numbers in the first column, place the number in the second column that matches.

- |                   |                        |
|-------------------|------------------------|
| 1. Lowell Thomas  | 1. Actor               |
| 2. Ezra Stone     | 2. Organist            |
| 3. John Kieran    | 3. News commentator    |
| 4. Orson Wells    | 4. The Aldrich Family  |
| 5. Francis Cronin | 5. Information, Please |

#### II. Completion Test (20 points)

1. Radio announcers should have \_\_\_\_\_ voices, \_\_\_\_\_ pronunciation, and clear \_\_\_\_\_.
2. A sketch that is given every day on the radio is called a \_\_\_\_\_.
3. In preparing for a radio broadcast the program should always be \_\_\_\_\_ before giving it. The speech should be read \_\_\_\_\_ several times and the important words should be \_\_\_\_\_.
4. Crackling of fires, marching of soldiers, and whistling of trains are called \_\_\_\_\_ effects in radio.
5. Probably the radio is doing more to \_\_\_\_\_ opinion nowadays than any other factor except the newspapers.

#### III. Multiple Choice (20 points)

1. Hertz was an (1) American, (2) German, (3) Russian.





2. Marconi is famous for his discovery of the (1) radio, (2) wireless telegraphy, (3) the telephone.
3. Lee de Forest's first work was in (1) Italy, (2) the audion, (3) the transmitter.
4. Orson Wells is with (1) "Great Plays", (2) Silver Theatre, (3) Campbell Playhouse.
5. Advertising on radio programs should be (1) at the beginning, (2) brief, (3) humorous.
6. H. V. Kaltenborn is a popular (1) news broadcaster, (2) comedian, (3) announcer.
7. Dr. Walter Damrosch comments on (1) foreign affairs, (2) on concerts for the Music Appreciation Hour, (3) Town Meeting of the Air.
8. The latest improvement on the radio is (1) short waves, (2) button-dialing, (3) television.
9. Because there are no stage settings for radio plays the (1) way the play is written, (2) the voice of the actor, (3) the announcer, must show the feeling and mood of the character.
10. The Cavalcade of America is (1) a farce, (2) a travelogue, (3) a series of dramatic stories.

IV. Write on any five of the following questions:

1. Make a list of five standards for judging a radio program.
2. Name five qualities that are necessary for speaking over the radio.
3. Suppose you had just heard a play over the radio. What five questions would you ask yourself concerning it in order to judge its standing as a good play?
4. Excluding plays, name your favorite radio program and give at least five reasons why you think it is superior to other programs.
5. What five suggestions have you to offer a pupil





who is writing a radio script for the first time?

6. Make a list of five qualities you consider essential for a good news commentator.

### Bibliography

Scholastic, Radio Number, Vol. 27 - No. 14, January 11, 1936. Chamber of Commerce Building, Pittsburgh, Pa., pp. 3 and 6.

Junior Scholastic, Vol. 1 - No. 9, November 13, 1937, pp. 4-6, 10.

Growth in Reading - Book 2 - Pooley, Wolcott-Scott, Foreman, New York, 1939 - p. 234.

### FILM FANCIES

(A Unit on the Motion Pictures)

### The Unit

The motion picture exerts a great influence upon our ways of thinking, of feeling, and of behaving. The motion picture has value because it brings the world and its activities to our view. The dress, conduct, customs, drama, music, and art of all countries are shown on the screen. There are good motion pictures and poor ones. A good motion picture tells a good story and holds the interest. The characters speak and act like real people. The action must hold together and not be disconnected. Everything that happens must have something to do with the plot. A good motion picture builds up to a climax.

### Delimitation of the Unit

1. Motion pictures add greatly to the enjoyment of our life.
  - a. They bring us a wide variety of entertainment: music, sketches, comedies.
  - b. They bring us local and foreign news.
  - c. They tell us stories about people and show how they feel and act in given situations.





2. There are various types of motion pictures.
  - a. Farce is a comedy in which humorous elements are exaggerated. There are many ridiculous situations.
  - b. Melodrama is a highly sensational play with a happy ending.
  - c. Comedy is a play ending happily, usually humorous or full of lively entertainment. It differs from the farce in that it has some underlying seriousness.
  - d. Tragedy is a dignified play in which the outcome is serious. The principal character or characters usually die or meet disaster.
  - e. Slapstick comedy is a very low level of entertainment with no seriousness.
  - f. Musical comedy is usually a light, amusing play, with not much plot, in which there are songs, choruses, and dancing.
  - g. Animated cartoons are drawings that are flipped by a projection machine so that they appear to be continued action.
3. The theme of the motion picture is the underlying thought; it answers the question, "What is the picture really about?"
4. The plot is made up of a series of events that make up the story.
  - a. There may be a main plot and one or more subplots.
  - b. The plot that is well worked out may be called "well-developed."
  - c. A "trite" plot is one that is used too many times.
5. The climax is the highest point of interest.
6. The conflict is the struggle between two forces, like the rich and poor, capital and labor, good and evil.



2. There are various types of motion pictures.
- a. Farce is a comedy in which humorous situations are exaggerated. There are many ridiculous situations.
  - b. Melodrama is a highly sensational play with a happy ending.
  - c. Comedy is a play ending happily. Usually humorous or full of lively excitement. It differs from the time in that it has been enjoying success.
  - d. Tragedy is a dignified play in which the outcome is serious. The principal characters are those who are usually the cause of the disaster.
  - e. Allegorical comedy is a play for the purpose of making a statement.
  - f. Musical comedy is a comedy in which a story is told with songs, dances, and costumes.
  - g. Historical dramas are dramas that are set in the past and are based on actual events.
3. The basis of the motion picture is the photograph. The camera is the eye of the audience.
4. The film is made up of a series of still pictures.
- a. There are two types of film: negative and positive.
  - b. The first type is called "raw film" and is used for making negatives.
  - c. A "strip" film is one that is used for making positives.
  - d. The strip is the narrowest point in the film.
  - e. The negative is the original picture from which the film and prints are made.

7. Suspense is a state of doubt as to the outcome.
8. A character has certain qualities called characteristics or traits.
  - a. Adjectives are best used to describe these traits.
  - b. A character is judged by
    - (1) what he does
    - (2) what he says
    - (3) what others say about him
9. Titles of motion pictures should be brief, attractive, unusual, and arouse curiosity.
  - a. Titles should never be misleading or give away the outcome.
10. Motion pictures should be free from vulgarity, prejudice, and propaganda.
11. Dialogue should be true to life.
12. Motion pictures should show us life as it is and sometimes as we wish it were.
13. Motion pictures show us people like ourselves and how they solve many of the same problems we have.
14. Certain words are used in the discussion of motion pictures:
  - a. A feature is a picture story several reels long, usually the main picture on the program.
  - b. A close-up is a scene where the actor or object is close to the camera to show action or emotion.
  - c. Director is the person who superintends the actual production of the picture.
  - d. Synchronization is the matching of the sound with the scene being photographed. The motion of lips should exactly match the voice of the speaker.





- e. Double-billing is the showing of two feature pictures.
  - f. The fade-in is made by gradually increasing the amount of light admitted to the film, and the fade-out by decreasing the light.
15. Pathos is the quality in a situation that arouses pity or sympathy.

### Materials

Photoplay Guides - Educational and Recreational Guides, Inc., 1501 Broadway, New York City.

Group Discussion Guide (Same address as above)

Stills from Motion Picture Producers and Distributors, 28 West 44th Street, New York City.

Current Magazines: Life, Time, Scholastic, Junior Scholastic, The Movies and the People Who Make Them, Young America, The American Girl.

Time Allotment - ten to fifteen periods

### Unit Assignment Sheet

1. Have you ever stopped to think how much the movies really add to our enjoyment of life? Besides entertaining us with music and plays, can you make a complete list of ways in which the movies help us?
  - a. Bring us a wide variety of entertainment: music, sketches, comedies
  - b. Bring us the local and foreign news
  - c. Show us how the people in every land live
  - d. \_\_\_\_\_
  - e. \_\_\_\_\_
  - f. \_\_\_\_\_
  - g. \_\_\_\_\_





- h. \_\_\_\_\_
- i. \_\_\_\_\_
- j. \_\_\_\_\_

2. Make a list of the various types of motion pictures and give two examples of each one.

#### Types of Motion Pictures

- A. Farce - a comedy in which humorous elements are exaggerated; very swift movement, ridiculous situation
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
- B. Melodrama - a highly sensational or romantic play with a happy conclusion
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
- C. Comedy - a play ending happily, usually humorous or full of lively entertainment; underlying seriousness
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
- D. Slapstick comedy - very low level of entertainment, no seriousness
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
- E. Tragedy - a dignified play in which the outcome is serious, usually fatal for the principal character or characters.
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_





F. Musical Comedy - light, amusing play, with songs and dancing, in which there is little plot.

1.

2.

G. Animated Cartoons

1.

2.

3. Make a list of ten pictures. Exchange your list with the pupil opposite. Let him identify as many pictures as he can according to types. Be prepared to justify your labels.
4. Describe briefly on white paper a motion picture you have seen recently. What were some of the thoughts that ran through your mind as you saw it? Did you learn something from the picture that you had not known before?
5. Read a review of a motion picture in the daily paper. What does the reviewer tell you about the story, the acting, and the photography? Paste the review to your answers.
6. Be prepared to give a three-minute oral summary of the plot in a motion picture you have seen recently. The plot is the skeleton story and includes only the action of the play.
7. Have you seen a motion picture version of a book you have read? What changes were made in the picture? Why do you think the producer made the change?
8. Select five of the best "movies" you have seen during the past year.
9. Make a booklet of your favorite motion pictures. In a critical review of each play include as many answers to the following as you can:
  - a. Is the story interesting to you? Why?





- b. Does any part seem improbable?
  - c. Which characters are especially well-chosen?
  - d. What is unusual about the setting?
  - e. What makes the picture funny?
  - f. What makes the picture sad?
  - g. If either humor or sorrow is exaggerated, what changes could have been made?
  - h. Does the picture have a surprise incident or ending?
  - i. What difficulties do the characters face?
  - j. How do they overcome these difficulties?
10. Make a list of the five best "movies" you have seen this year. Pass your list to the chairman of the class who will tally the results and make a list of the ten most popular in the class .
11. Do you like to fill out questionnaires? Answer some of the following questions with complete sentences or paragraphs:
- (1) Why do you go to see moving pictures?
  - (2) What kind of pictures are your favorites?
  - (3) Which is your favorite animated cartoon? Mickey Mouse, Donald Duck, Popeye, Snow White, Gulliver's Travels, Pinocchio?
  - (4) What information have you gained from pictures about the way people dressed in earlier days? Be definite as to the name of the picture, time and place, and kind of costumes.
  - (5) Tell some of the things you have learned from moving pictures about great men, inventions, travel, etc.
12. Were you ever disappointed in a movie? Did you ever





try to find out what disappointed you? Think of one definite moving picture in which you were disappointed. Ask yourself the following questions:

- A. Was it the story?
- B. Was it the actors?
- C. Was it the ending?
- D. Did it lack action? Did the action move too slowly?
- E. Were the incidents far-fetched or exaggerated?

13. Now that we have studied and discussed many motion pictures, can you make a Guide to Good Movies? Ask yourself the question: What makes a good movie? Here are a few suggestions to begin with. See how many more things you can add:

- (1) It must tell a good story.
- (2) It must hold your interest.
- (3) It must hold together and not seem disconnected.
- (4) The characters should act and talk like real people.
- (5) A good moving picture builds up to a climax.

14. If you do not like a picture, say so. Don't like them just because every one else does. Think about them. When you don't like a certain part in a movie, try to discover why it is. If someone asked you some of the following questions, could you answer definitely and intelligently?

Why do you choose a certain movie?

Do you choose movies because of the title?

What makes a movie good or bad?

Does a moving picture have to have a happy ending in order to please you?





Do all movies have to be believable? Explain.

Who was the best actor and actress in the last movie you saw? Give your reason for thinking so?

Does the star always do the best acting?

What was the climax of the best movie you have seen recently? Was it a good one? Why?

Is the picture built on any experience you have had? On a usual or unusual situation?

What is the purpose of the play?

Are the characters well-cast?

Are the voices of the actors well suited to the part?

15. Have you ever seen a "flip" book? Perhaps your father has one he had as a boy. It's a pad of drawings that you flip with your thumb. Suppose the "flip" book shows a girl jumping rope. If you look at the drawings separately, you will see that each one, after the first, shows the rope is a little nearer the girl's head. When you flip the pad, however, the drawings seem to run together and make a moving picture. An animated cartoon in the movies is a group of animated drawings and works the same way except that the projection machine performs the "flip" and transfers the pictures onto a screen. Guess how many drawings were made for Snow White and the Seven Dwarfs? 250,000!

Make a list of as many animated cartoons as you can.

#### Animated Cartoons

##### A. Animated cartoon series

1. "Mickey Mouse"
- 2.
- 3.
- 4.
- 5.







B. Full-length animated cartoons

1. "Snow White and the Seven Dwarfs"
- 2.
- 3.

Can you name two well-known Hollywood cartoonists?

- 1.
- 2.

In the library you will find an interesting article on Making an Animated Cartoon in the December 11, 1937 issue of the Junior Scholastic. Write a brief report on your reading.

16. Also in this same issue find the meanings of the following movie terms and place them under the heading--

1. block booking --
2. camera angle --
3. close-up --
4. dissolve --
5. double billing --
6. Long shot --
7. projector --
8. reel --
9. synchronization --
10. panorama --

17. Think back over some picture you have seen and recall what part you remember best. Why do you suppose you remember it?

Choose a movie you have seen that was based on a book you liked. Answer the following:





1. In what ways was the movie better than the book?
  2. Was the movie disappointing? Why?
  3. Did the characters really act like people you know?
  4. Were the characters as you had pictured them in the book?
  5. Did the movie end the same as the book?
18. Keep a card file of the moving pictures you see this year: Title, Type, Acting, Characterization, Setting, Classification.
  19. Report on the story, acting, and photography of the pictures to be seen at the Paramount, West Newton, Waltham, and Community theatres for the next two weeks. Discuss these moving pictures with the class and let them vote on the ones worth seeing.
  20. What is the difference between advance studio publicity and newspaper advertising on the one hand and critical reviews on the other? See Parents' Magazine, Educational Screen, and Stage. Give definite examples.
  21. Submit Motion Picture Scrapbook to be judged by class committee.
  22. Working in groups, dramatize cuttings from movies.
  23. What historical events or characters have you seen dramatized by the movies? Make a list of several. Here are a few to start you off:

Mary of Scotland  
William Tell  
Daniel Boone  
A Tale of Two Cities  
Last Days of Pompeii

24. Make a list of movies that give you a good idea of the customs of a land:

Heidi  
The Hunchback of Notre Dame  
A Yank at Oxford





25. What motion pictures have made you acquainted with the lives and deeds of great men? Can you name as many as ten?

1. Louis Pasteur, Scientist
2. Rembrandt, Painter
3. The Great Victor Herbert, Musician

26. Keep a list of words and phrases used by critics in reviewing moving pictures. For instance, a critic in reviewing "Show Boat" writes "a series of episodes, each one of which is a complete dramatic unit, highlighted with excellent music." (What other words can you use to describe music? Make a list of five words that exactly describe certain music. Example -- funeral, weird, foreboding).

"Spectacular opening" -(What other kinds of openings could there be? Dramatic, etc.)

"Music is effectively presented" -(How else could music be presented? Delicately, etc.)

"Miss Dunn teamed (competed, co-starred) with Allen Jones."

Inimitable Paul Robeson first thrills us with "Old Man River," sung to a chorus of rich Negro voices.

The most consistent characterization is that of Charles Winniger as Cap'n Hawkes"

"This delightful musical farce bubbles with nonsense."

"Interest never slackens as the episodes follow each other."

"Richly humorous in effect"

"Well-defined personalities"

"One of the best bits of comedy is the attempt"

"An intriguing background"

"Film is pictorially arresting"

"Ten distinctly etched characters"





"Careful consideration given to costumes and native customs adds a strong note of sincerity to the film"

Pupil-Made Objective Test on Motion Pictures

(New tests should be made each year)

I. Matching Test - (20 points)

In the blank at the left of the first column, place the number in the second column that matches.

- |  |   |
|--|---|
| _____ 1. Academy Award Winner, 1939      | 1. <u>Pinocchio</u>                     |
| _____ 2. Northwest Passage               | 2. Movie that presents a social problem |
| _____ 3. Animated Cartoon                | 3. Exaggerated comedy                   |
| _____ 4. Farce                           | 4. Famous director                      |
| _____ 5. Musical comedy                  | 5. Vivian Leigh                         |
| _____ 6. <u>Ninotohka</u>                | 6. Historical back-ground               |
| _____ 7. Cecil deMille                   | 7. Comedy                               |
| _____ 8. Tragedy                         | 8. Charles Laughton                     |
| _____ 9. <u>Grapes of Wrath</u>          | 9. <u>The Great Victor Herbert</u>      |
| _____ 10. <u>Hunchback of Notre Dame</u> | 10. <u>The Light That Failed</u>        |

II. Multiple Choice (20 points)

Place the number of the correct answer in the blank at the left.

- \_\_\_\_\_ 1. David Selnick is (1) an actor, (2) a director, (3) a producer.
- \_\_\_\_\_ 2. Bette Davis starred in (1) Goodbye, Mr. Chips, (2) Rebecca, (3) Dark Victory.





- \_\_\_\_\_ 3. An "Oscar" is (1) an actor, (2) a statue given for the best performance, (3) a stage set.
- \_\_\_\_\_ 4. The lion is the symbol for (1) RKO, (2) Metro-Goldwyn, (3) Twentieth Century.
- \_\_\_\_\_ 5. The best picture voted for 1939 was (1) Goodbye, Mr. Chips, (2) Jezabel, (3) Gone with the Wind.
- \_\_\_\_\_ 6. A famous actress of screen and stage is (1) Greta Garbo, (2) Myrna Loy, (3) Katherine Hepburn.
- \_\_\_\_\_ 7. "Seventeen" is a movie version of a novel written by (1) Mark Twain, (2) Booth Tarkington, (3) Margaret Mitchell.
- \_\_\_\_\_ 8. Shirley Temple stars in Rudyard Kipling's (1) The Light That Failed, (2) Gunga Din, (3) Wee Willie Winkie.
- \_\_\_\_\_ 9. The main character in Young Tom Edison is (1) Mickey Rooney, (2) Jackie Cooper, (3) Ezra Stone.
- \_\_\_\_\_ 10. Wuthering Heights is based on a novel that takes place in (1) Quebec, (2) England, (3) Paris.

### III. Completion Test (10 points)

Fill in the blanks with the correct word.

1. In a musical production the \_\_\_\_\_ is more important than the plot.
2. A recent movie adapted from the story by Robert Louis Stevenson is \_\_\_\_\_.
3. The climax of a picture is the \_\_\_\_\_ point of interest.
4. Where a character always takes the part of an English butler he is said to be \_\_\_\_\_ in a certain character part.
5. When there is a struggle between two opposing forces in a story, like good against evil, it is called a \_\_\_\_\_.





IV. Select a motion picture you have seen recently. Answer the following questions about it. (40 points)

1. Title: \_\_\_\_\_
2. Stars: \_\_\_\_\_
3. Setting or historical background: \_\_\_\_\_  
\_\_\_\_\_
4. What are the opposing forces or conflict in the story?  
\_\_\_\_\_  
\_\_\_\_\_
5. State the outcome \_\_\_\_\_  
\_\_\_\_\_
6. In what scene was pathos introduced? \_\_\_\_\_  
\_\_\_\_\_
7. How was humor introduced? \_\_\_\_\_  
\_\_\_\_\_
8. Were any parts of the story exaggerated? Explain briefly. \_\_\_\_\_
9. Did the moving picture end satisfactorily? Explain briefly. \_\_\_\_\_
10. Give reasons for recommending it to your friends. \_\_\_\_\_  
\_\_\_\_\_

V. Briefly explain the following words: (10 points)

1. Plot \_\_\_\_\_
2. Climax \_\_\_\_\_
3. Characterization \_\_\_\_\_
4. Theme \_\_\_\_\_





## 5. Synchronization \_\_\_\_\_

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## CHAPTER VI

## EXPERIENCES IN USING THE UNIT PLAN IN ENGLISH

Experiences in using the unit plan in English.-- It is difficult to determine the relative value of the unit and the traditional-type teaching in any definite or accurate way. An experiment was made with two college-preparatory divisions in the ninth grade by the writer.

Division III-B, a college-preparatory Latin division with an I.Q. of 110 was given "Film Fancies," a unit on the motion pictures, and a unit on "The Short Story." Division III-D, a college-preparatory French division with an average I.Q. of 115, was given lesson-by-lesson assignments in Chapman's Using English, a grammar text book, and Scott's The Talisman was read during the same period of time as was given for the short story unit in III-B.

Before the experiment was made, a test in the mechanics of English was given to both divisions. Oral compositions were given in both classes and careful notes were made of each recitation. A composition was written by each pupil in both divisions, corrected, and filed. The experiment was carried on over a period of eight weeks. At the close of the period,





a re-test on the mechanics was given, and the most recent oral and written compositions were used to compare with the first set.

The results were of course, rather intangible, but there was some basis for comparison. In Division III-B there was a noticeable increase in powers of oral expression. Pupils who were shy and would not give oral compositions, or who gave poor ones, were up on their feet talking about moving pictures they had seen, liked, or disliked. Due to the fact that division III-B made booklets in which they had to make frequent summaries and critical reviews of the plots of motion pictures, they had more actual practice in writing than the other division, and their written work improved, especially in an attempt at style, choice of words, and variety of sentence structure. The latter was probably due to the study of printed reviews which they imitated to some extent.

The pupils enjoyed the unit work much more than the traditional type of work. Their enthusiasm led them into such lively discussions that the pupil chairman stopped to draw up a code for the classroom discussions. The pupils made all the suggestions. Among them were such rulings as:

1. No one shall interrupt another speaker until he has finished.
2. If you have something to say, raise your hand and wait until the chairman or teacher recognizes you.





From then on, all discussions were conducted in an orderly fashion. They had learned something in a life situation that would always be remembered. Pupils of III-D, however, did better on the standard objective test on mechanics with the exception of the section on Correct Usage. III-B did just as well in that phase of the work. The results of the testing in the mechanics showed one great danger of the plan, and a weakness in the teacher's unit planning. Sometimes in correcting reports where a skill was shown to be needed quite definitely, so much time had been spent on interesting discussions, the skill was neglected or postponed. Before this unit is used again, it will be revised at the time of using to include activities that will give practice in weaknesses that appear in the pupil's work in capitalization, punctuation, and sentence structure. In this way, all phases of English will be integrated with the pupil's complete experience.

Another result of the study showed that junior high school pupils should be checked daily for progress being made on the unit assignment sheet. Not all pupils are old enough to be given a two-week unit assignment without being checked. Many will allow the work to be left until the last night. Daily classroom discussion of definite activities will show where the laggards are.

The unit type of teaching is more difficult for the





teacher as far as planning her work is concerned. In the traditional type of lesson-planning, the teacher assigns a certain number of pages; in the unit plan she must spend hours thinking up activities, organizing them, and mimeographing unit-assignment sheets for the pupils. Although the plans can be used in part a second year, usually they have to be revised to meet the needs of individuals in the division.

However, the advantages of the plan outweigh the disadvantages in the long run. Other values resulting from the experience with the unit plan were the independence and initiative with which many pupils worked on the problems given. For instance, in certain assignments they had to locate library materials and read for definite information. In committee work, they developed responsibility; in class discussions, tolerance of the opinion of others, the ability to judge for themselves, and greater conversational powers and poise. The experiences provided were far more valuable for future use than were memorized materials and facts. Although visitors might conclude that the class had gone off on a tangent when they discussed certain situations in the movies from a moral or social standpoint ("Captains Courageous" offered many opportunities), they were developing attitudes and ideals for future use. Since the social aspect in literature is an important one, the difference between the ethics of the advertising "write-ups" and of criti-





cal reviews of movies was shown to the pupil through his own study. Attitudes and ideals were added to the skills and techniques necessary to the full realization of experience. By this new method, the pupil was taught to meet situations by planning, selecting, judging, and executing projects in everyday life.





## CHAPTER VII

## CONCLUSION

The conclusion drawn from this study was that reorganization of the course of study according to the unit and unit assignment plan has more value than the traditional course of study and lesson-by-lesson plan because the activities and experiences planned by the teacher can be made to enable the pupil not only to master the unit but also to fulfill many of the objectives of education today, such as introducing experiences of social significance, correlating with other subjects, organizing activities around a central interest, presenting learning activities suited to varied levels of ability, using many optional related activities as well as core activities, creating many opportunities for pupil participation in planning, executing, and evaluating the work done, improving teacher-pupil relationship, and equipping the pupil with concepts and techniques which may be applied to other situations. In other words, the unit and unit assignment plan has a greater "carry over" into the future life of the pupil.





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